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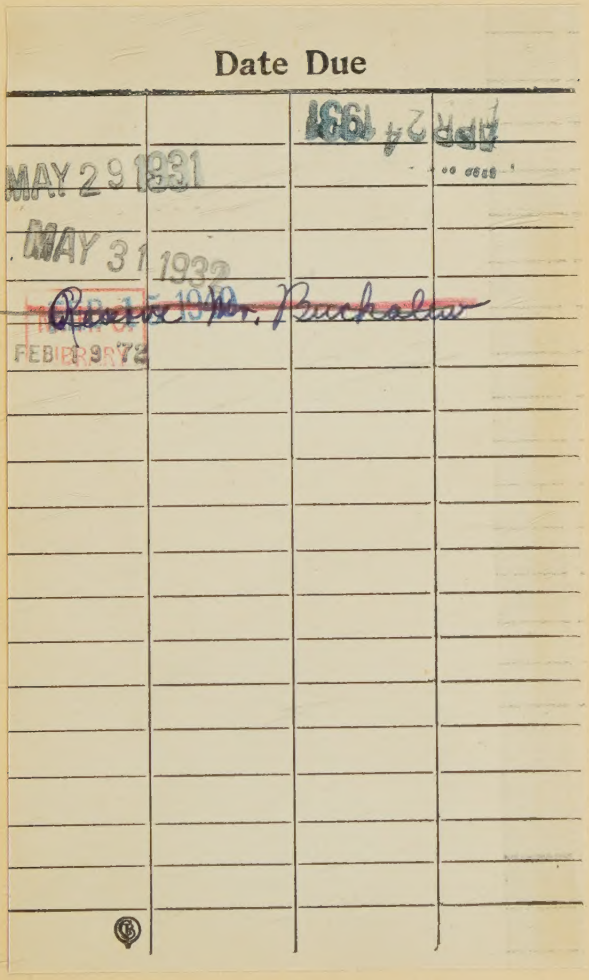
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HOW STUDENTS ARE WORKING THEIR WAY THROUGH SCHOOL

HOW STUDENTS ARE WORKING THEIR WAY THROUGH SCHOOL

COMPILED BY
AUGUSTUS B. DOROUGH

DISCARD

NASHVILLE, TENN.
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1929

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TO THE
STUDENTS
WHO WORK THEIR WAY
THROUGH SCHOOL

6732

FOREWORD

In the words of Harold Bell Wright, "Never in the history of our educational institutions have we had so many young men and women working their way through colleges or universities, attending night schools, enrolling in university extension work, or taking correspondence courses, in order to fit themselves for the time when they will be called to stand their watch at the wheel."

The title explains the purpose for which this book was compiled. The red-blooded, hard-working, energetic young man or woman can find in this book one or more ways by which he (or she) can work his way through school.

While the primary purpose of compiling this book is to help the "working student," colleges and universities can be profited greatly by its use. The Employment Bureau of any institution can use to advantage many ideas, suggestions, and new ways of student employment now in use in other institutions.

From the small Junior College to the large University, I have secured the material used in this book. It is not my purpose to advertise one school more than another, but to use these institutions as typical cases in their particular sections of the United States. If this book helps

some worthy boy or girl in the great struggle of getting an education, I shall be happy—otherwise, it will fall short of its purpose.

Grateful acknowledgment is hereby made to ALL those who so kindly and generously made this book possible.

AUGUSTUS B. DOROUGH.

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INTRODUCTION

I SEE real value in this work by Augustus B. Dorough, "How Students Are Working Their Way Through School." I have never come across any form of student employment that has not been included in one or more of the articles. Each writer shows intimate contact with students, and the sum total makes a striking suggestion to anyone looking forward to the struggle of working while getting a degree from college.

It is very interesting to note that there are some who are inclined to deny the possibility of making good grades in class, being a campus leader, and at the same time working for a living; while others stress the fact that some of those who are working their way through college and making a fine record are also athletic and social stars. This is certainly true to life. For years I have been aware of the fact that some students can distribute attention and have diversified interests and make good in every way, while others require concentration and cannot undertake more than one or two things. The book is very comprehensive and true to life because it so well brings out this difference in student abilities and interest.

The brevity and directness of statement make the book very readable. The survey comes

from men in all divisions of college life, is based on fact, not theory, and makes an appealing picture of how students have worked and are working their way through college. The book is valuable for students, those who are teaching and working with students, and for the public, who could wisely open the way for greater student employment opportunities.

JOHN R. HART.

UNIVERSITY OF PENNSYLVANIA,
February, 1929.

EQUIPMENT

BY EDGAR A. GUEST

FIGURE it out for yourself, my lad,
You've all that the greatest of men have had,
Two arms, two hands, two legs, two eyes,
And a brain to use if you would be wise.
With this equipment they all began,
So start for the top and say, "I can."

Look them over, the wise and great,
They take their food from a common plate,
And similar knives and forks they use,
With similar laces they tie their shoes,
The world considers them brave and smart,
But you've all they had when they made their start.

You can triumph and come to skill,
You can be great if you only will,
You're well equipped for what fight you choose,
You have legs and arms and a brain to use,
And the man who has risen great deeds to do
Began his life with no more than you.

You are the handicap you must face,
You are the one who must choose your place,
You must say where you want to go,
How much you will study the truth to know,
God has equipped you for life, but he
Lets you decide what you want to be.

Courage must come from the soul within,
The man must furnish the will to win,
So figure it out for yourself, my lad,
You were born with all that the great have had,
With your equipment they all began.
Get hold of yourself, and say, "I can."

STATISTICS ON STUDENT LOAN FUNDS

One hundred and thirty-five colleges and universities have funds to lend to students, according to a compilation made jointly by the Harmon Foundation and the Student Loan Information Bureau. For the most part, the loans are limited to small sums, intended to supply the deficit between what the student can earn and the cost of his education.

Available loan funds range from $1,000 to $672,814, the whole aggregating $4,609,088. Maximum loans per student are supplied as follows, according to tabulation: two institutions, $1,000; two, $500; two, $400; fourteen, $300; thirty-six, $200; forty-eight, $100; and the others smaller amounts. The largest sum listed will pay about one-third the cost of a college education on an economical basis.

Since this tabulation was made, sometime in 1925, there have been substantial additions to the amounts available for loans, bringing the total up to about $8,000,000. But even this is a drop in the bucket compared with the amount that could be used to advantage.

IN THE SOUTH

I CONSIDER a human soul without education like marble in a quarry, which shows none of its inherent beauties until the skill of the polisher sketches out the colors, makes the surface shine, and discovers every ornamental cloud, spot, and vein that runs throughout the body of it.—*Addison.*

NO man ever sank under the burden of the day. It is when to-morrow's burden is added to the burden of to-day that the weight is more than a man can bear. Never load yourselves so. If you find yourselves so loaded, at least remember this: It is your doing, not God's. He begs you to leave the future to him, and mind the present.—*George Macdonald.*

NO trials, no triumphs.—*Buick.*

IT pays to walk in the straight and narrow way.

IT'S not how much brains, or muscle, or knowledge you possess that hefts you upward; it's what you do with what you have.—*Elmer G. Biechler.*

HOLD up your head. You were not made for failure; you were made for victory.—*George Eliot.*

BE too big for the little habit of excuse-making—*Grenville Kleiser.*

"WORKING ONE'S WAY" THROUGH COLLEGE

BY DR. HENRY LOUIS SMITH

President of Washington and Lee University, Lexington, Va.

ALL over the land, in every community, are schoolboys, rich in everything but money, who have resolved to gain the power and enrichment of college training. Their ambition has been stirred and their imagination fired by the stories of men of prominence who have "worked their way through college," and they are determined to climb the same rugged pathway to education and eminence.

The most interesting and perplexing mail received by a college president are the scores of letters from these ambitious boys desiring to "work their way," who, having no training in any kind of expert labor, are willing to "do anything," and earnestly request that some job be secured in advance of their arrival by which, in their spare time, they can earn enough money to meet their expenses at college.

To remove such prevalent misconceptions and to give these young men and their parents a clearer idea of the problems involved is the purpose of the following paragraphs, each of which discusses some phase of the general subject of

self-help at college. The conclusions reached are only the personal opinions of the writer, but they are born of a lifetime of experience as student, professor, and president in several institutions, and of intimate association with many hundreds of young men "working their way through college" in acres of varied and sometimes unique and interesting ways.

1. Education as an Investment

A. Its Money-Making Value

Many elaborate investigations of the earning power of thousands of workers in varied occupations have been made, their average incomes compared with the average extent of their education, and thus the average money-value of high school and college training worked out experimentally. The following are a few of the results arrived at by this study of actual cases:

1. *In Brooklyn.*—Ten thousand men in jobs requiring only a common school education averaged a yearly income of $657, while 1,579 holding jobs in the service of the city government, which requires all applicants to have a high school training, were getting an average salary of $1,597.

This average difference of $940 represents the earning power of $18,800 at 5 per cent, or an average value of $26 for every school day of the four-year high school course!

2. *In New York.*—A thorough and widely extended investigation among thousands of business men revealed the fact that boys leaving school at 14 were, at 25 years old, after eleven years of business experience, earning $661 per year; those leaving school at 18 were, at 25, after seven years in business, earning an average of $1,612 a year. The difference, $951 a year, represents the earning power of $19,000 at five per cent, or $26.85 for every school day of the added four years. In offering to every New York and Brooklyn boy, free of charge, a four-year high school course, the city was really offering them on the average, counting all the dull and lazy as well as the bright and diligent, a five per cent bank deposit of $19,000. Yet thousands doomed themselves to lifelong poverty because they did not have enough business sense to see it.

3. *Factory Workers in Forty-Three Cities in Massachusetts.*—Those boys who entered business at 14 with only graded school training were at 25 earning $650 per year. Those who finished the technical and commercial courses of city high schools, leaving at 18, were at 25 earning an average income of $1,550. This is almost exactly the same result as in New York and Brooklyn. At 25, in the prime of life, with an equal chance for all, except in the added education, every high school man, on the average, finds his training, in the matter of income alone,

worth $900 per year, or $18,000 invested at 5 per cent. During his whole high-school course he was thus laying up a lifetime investment in brains, out of reach of fire or thieves or business risks, at the rate of $25 a day.

4. *In and Near Philadelphia.*—An investigation, covering months of time and many thousands of cases, proved that those who began work as untrained laborers at 16 received increasing wages till 21, when their income stopped rising, and remained stationary at $510 a year.

Technical school graduates, starting at 22, earned more each year till at 32 they reached their maximum, which averaged $2,150. This difference in education, therefore, was worth in earning power $32,800 at 5 per cent.

5. An experimental investigation in 1909 of the earned incomes of the members of the graduating class of 1904 in a New England college showed that the average income was $2,097, not including a small part of the class whose incomes were not ascertained. In 1914, ten years after graduation, a similar investigation showed that of the sixty-seven whose incomes were ascertained only two were making less than $1,500 a year, the average having risen to $3,729.

6. A very recent investigation of the personal salaries of five hundred graduates of a well-known university School of Commerce bears striking testimony to the income-earning power of college

training in the realm of business. In 1917 the class of 1916 were already receiving an average personal salary of $1,500. Graduates three years after leaving were averaging $2,100 per annum, five years $2,880, seven years $3,480, nine years $5,200, and fifteen years after graduation $8,000. These were not exceptional or selected cases, but were the average personal earnings of all the graduates who could be located.

These results, and scores of others of similar import, are commended to the attention of ambitious young men who, when facing the multiplied difficulties of "working their way through college," are sometimes tempted to wonder whether it will really "pay" or not. In this age of brains mere muscle is dirt cheap—a gallon of gasoline can outwork a hundred men—but in the market of twentieth century civilization the cash value of trained brains is already "out of sight" and rising every day.

B. Its Value in Winning Influence and Leadership

In recent years, especially since the regular publication of the Who's Who list of prominent living Americans, many elaborate investigations have shown the causal connection between education and future prominence.

A study of the Who's Who list and the United States census of 1910 reveals the following:

Of 1,750,000 men in the United States with no

schooling, not one was in the list. For the wholly uneducated, therefore, there is now no chance of winning distinction.

Of 12,000,000 men with common school training, but not high school, 1,368 had reached prominence; chance of distinction, 1 to 9,000.

Of 637,000 who had common and high school training there were 1,627 in the Who's Who list, 1 to 400.

Of 326,000 who had attended college (but were not necessarily graduates), 7,709 had found a place in Who's Who; or 1 in every 40.

The fitting and astonishing climax to these statistical proofs of the effect of intellectual training on future leadership comes from Dr. Van Dyke's study of eighty-five graduating classes during the past fifteen to twenty years at Harvard, Yale, Princeton, Brown, and Amherst. Out of 7,979 seniors in these classes 443 were scholarship "honor men." Of these, ninety-five had died before 1911 and 79 were recent graduates too young to have a fair chance at winning distinction. Deducting these, he found that of 269 remaining, 131, almost exactly 1 in 2, were already in the Who's Who edition of 1911, although the oldest in the whole list had been out of college only twenty years, and the average considerably less than ten.

To sum it up from another point of view: The man who graduates with high scholastic honors,

instead of being unfitted for success by his extra "book learning," is about seven times as likely to become a distinguished man as the "all-round men" taking their diplomas with him. As compared with the average college student, his chances are 20 to 1; compared with the average high school student, 200 to 1; compared with those having only a common school education, 5,000 to 1. In this Age of Mind, as never before, Knowledge is Power, and the man who knows is the man who leads.

These figures tell their own tale with amazing force and clearness. They prove that a college education, when backed by brains, energy, and character, is almost a guarantee of success and leadership. They should prove a constant stimulus, an abiding inspiration to every young man to whom the enrichment of college training does not come as a gift, but as a prize to be fought for and won in the dust and grime of the arena.

2. A Late Start in Life

As civilization grows more complex and its processes more elaborate, the period of study and preparatory training for the duties of manhood and womanhood tends to become longer and longer. The fully equipped young physician of to-day has spent eight years in grammar school study, four years in high school, four in college, four in his medical course, and at least one in a

hospital, before he takes charge of his first case, and all the skilled professions—the ministry, law, teaching, engineering, etc.—are steadily moving in the same direction.

A young man of twenty-one is no longer considered "grown"; he is generally still at school. The average age of marriage is to-day, for educated men and women, between twenty-five and thirty, while our great-grandmothers considered an unmarried woman of twenty-one already an "old maid."

This tendency is natural, inevitable, and promotive of human welfare. Yet there are many who still believe that a young man who has not entered upon his life work when he casts his first vote is "getting a late start" in life and will be disastrously handicapped thereby. Many young men of ability and ambition, longing for an education and fitted for leadership, are toiling in "blindalley" and uncongenial occupations because they have been persuaded that the "late start" necessitated by working their way through college and professional school is an irremediable misfortune.

To these let me say, as the result of much experience and observation, that life is not a line, but an area. Its true content is to be measured by the product of its length by its breadth. The broadly educated, thoroughly equipped man, beginning at thirty, will in ten years think more,

do more, enjoy more, and live more than the untrained, unthinking, routine laborer during a long lifetime of monotonous drudgery. A study of the leaders in any community will soon show that the majority of them did not "find themselves" till after a preliminary period, sometimes a long one, of struggle and experimentation

Let no ambitious young man, therefore, longing for the enrichment and equipment of a college education, yet unable to gain it without deferring his "start in life," allow himself to be diverted or discouraged by this "bogy-man" from a past age. Rather let him, by wise living, vigorous health, and fully developed powers, so prolong and enrich his riper period of maturity and service that his "late start" shall prove his most profitable investment and be followed by a still later ending.

3. Finding Jobs Before Entrance

An institution which maintains a farm, dairy, agricultural, and technical departments, workshops, dining halls, etc., has at the disposal of its officers a varied assortment of "jobs" suitable to every degree of experience and skill. For many reasons, both educational and philanthropic, as many as possible of these tasks are generally assigned to students who are "working their way through."

Where, however, most of the students, as at Washington and Lee, room and board in private

homes and boarding houses, and the institution itself runs no dining hall, these openings for labor, while perhaps more numerous, are not at the disposal of the university authorities, but must be sought out and utilized by the individual student for himself. Long and trying experience has convinced most keepers of dormitories and boarding houses of the unwisdom of holding a responsible job for a total stranger who, from the shelter of an indulgent home, writes that he is "willing to do anything." Nor can a college president recommend as diligent, competent, and reliable a distant and unknown high school graduate who states that he cannot attend school unless a permanent and remunerative job is assigned him in advance. The endless series of misspelled and ungrammatical letters, confidently requesting an important office position on the ground of "a complete course in stenography and typewriting," would be amusing were it not pathetic.

It is not surprising, therefore, that college officers, while asserting that the modes of self-help are both numerous and varied, seem to the ambitious prospective student singularly and inconsistently slow in finding and guaranteeing some definite job.

The facts stated in this paragraph illustrate and confirm those of No. 2. Every young man "working his way through" should recognize the fact that the first college year is the hardest of the

four, and that opportunities of self-help multiply with growing maturity, training, and acquaintanceship.

4. College Loans

The ambitious but impecunious aspirant for college training must often debate the following query; shall I go to work, save my wages, and postpone my college course till I have accumulated enough money to meet its expenses, or shall I go to college on borrowed money and graduate with a load of debt on my shoulders? To many, especially to those who have a horror of all debts, the former seems the wiser and manlier course.

Years of experience, however, have convinced me that it is more economical of time, youth, and labor to utilize for college training the period when one's earning power is low, his learning power high, and his character most plastic and impressible even though it necessitates the creation of a debt. The treble earning power of the trained and mature graduate can often repay as much in one year as the boy laborer could save in three or four. A young man contracting such an investment debt resembles the manufacturer who buys on credit new machinery which will double his output, not the householder who borrows money to meet his running expenses.

Any debt, however, at the beginning of one's business or professional career, is a handicap, and

every young man of sense and energy will minimize such loans as much as possible by spare-time and vacation work.

To those men or women who recognize their stewardship and desire to invest money, whether much or little, in the blessed work of human uplift and betterment, I commend such loans to worthy and promising young men as the most remarkable dividend payers in the whole realm of philanthropic investment.

Such money is rapidly transmuted by a sort of divine alchemy into brains, influence, character, and service; and if the fund is a revolving one, returned by one set of beneficiaries only to be loaned at once to others needing a helping hand, its multiplied fruitfulness is equaled only by its permanence.

5. Low-Priced Labor

No untrained general laborer, earning about twenty cents per hour by acting as table waiter, janitor, fireman, boarding house helper, gardener, etc., can meet all his college expenses by such work and have any time left for study. The necessary expenses at college vary from $35 to $50 per month for the nine months' session. To earn this would require the whole time of such a day laborer at 20 cents per hour. A young man, therefore, "willing to do anything," but not trained to do any expert work, may by outside labor sup-

plement insufficient funds and thus obtain an otherwise inaccessible college training; but he need not hope to come to college with no money and meet all expenses by such low-priced labor.

6. High-Priced Labor

There are many kinds of expert and relatively high-priced labor by means of which one may be able to meet the larger part or even all his expenses without crippling his college work. Some of these are private tutoring, college instructorships, and other similar positions, typewriting, bookkeeping, clerking, selling all kinds of goods on commission, acting as agents for outside firms, etc.

Ordinarily such positions of responsibility and trust can hardly be assigned in advance to an unknown stranger ignorant of the place and people. They become increasingly available and lucrative as the student reveals and develops his powers and aptitudes during the later years of his college course.

For these and many other reasons the first year in college, to the young man working his way, presents the greatest difficulty. While the road is up hill all the way, the grade grows less steep with each succeeding year, as ability increases and friends and opportunities multiply.

7. Summer Work

The long summer vacation furnishes to the

capable and ambitious student an admirable opportunity to accumulate funds toward the next session's expenses. Thousands of college students add to their health, experience, and bank account by "taking the road" as canvassing agents during the summer, while thousands more find business positions during the vacation. Where one has a choice, that summer work is to be preferred which is farthest removed from the indoor sedentary life of a student.

8. Outside Labor vs. Study Hours

A student's time is divided into three approximately equal parts: (1) The hours which should be spent in study or laboratory work or recitation, amounting to from seven to ten hours per day; (2) the seven or eight hours which should be spent in bed; (3) the remaining eight or ten which include all his available "spare time" for outside activities. A little calculation will soon show that an hour of study or recitation at a first-class college actually costs the student about twenty-five cents, while its pecuniary value in adding to his future earning power is twenty-five to fifty times that amount.

To spend one's spare time in outside work, even such low-priced labor as gardening, waiting on tables, doing janitor work, etc., is to be highly commended, especially if the nature of the occu-

pation is such as to constitute a complete release from sedentary indoor study.

But to devote to twenty-cent day labor a single hour which should be spent in study is at once a waste of money, time, and opportunity. It is selling goods, not only without regard to their intrinsic value, but below actual cost, and can be justified only on the ground of stern necessity. Every student making money by outside labor should be on his guard against the temptation to undervalue and waste his study hours, thus losing a part of the very training for which all his sacrifices are made. It is far better to borrow money, even at a high rate of interest, than to be compelled by outside work to become a superficial, low-grade student. In moral development, intellectual training, and preparation for future success, three college credits thoroughly mastered are worth more than five which barely reached the passing grade.

9. Lack of Participation in "Campus Activities"

The modern American campus, outside of the classroom and laboratory, is a seething whirlpool of "college activities"—social, athletic, religious, musical, dramatic, journalistic, and literary. These constitute an important agent in the high-pressure development which in four years transforms the raw boy into the college-bred man.

They should not be neglected by one who wishes to make the best use of his college opportunities. Yet many of them are wasteful of time and money and the working student, having little of either, should wisely choose and courageously limit his campus activities. The following general suggestions may be helpful:

1. Study yourself, especially your faults, weaknesses, crudities, and deficits.

2. Select those activities which you need rather than those you like.

3. Be slow and cautious about joining college organizations. Consult experienced college officers and teachers. Learn all about an organization—its aims, customs, cost, and present membership—before you take the final step.

4. Having chosen a small and wisely selected "line" of college activities, be a live wire and work your line to the limit. Strive for leadership and rapid self-development.

5. Be wise enough and big enough and strong enough not to let the sight of others enjoying things from which you are debarred sour your temper or embitter your spirit. The present may seem to be theirs; the long future is yours. Do not envy them their transient, borrowed sunshine. Manufacture your own and climb the hill of life with a happy heart, a friendly disposition, and an unconquerable will.

10. Misplaced Pity

The natural impulse of the short-sighted and tender-hearted is to regard as an object of pity a young man who must work while others play, deny himself many innocent pleasures, and laboriously earn the educational privileges which his apparently more fortunate companions receive as a free gift. Such a young man may himself have to fight many a battle against self-pity, envy, discontent, and discouragement.

The wise and philanthropic should search out, admire, and assist those who are thus working their way uphill, but reserve their pity for another class.

To the experienced and farseeing the real unfortunate on a college campus is the boy whose foolish father allows him to "draw" on his home bank for all the money he thinks he needs, who is learning to spend each year more than his earning power could replace in three, and whose backbone is being steadily and inevitably dissolved by softness, shallowness, self-conceit, and self-indulgence. Outside of college walls the pitiless warfare of modern life makes short work of the weak and inefficient, reverses campus standards and judgments in a most surprising way, and seems to take peculiar pleasure in consigning campus idols to the scrap pile.

Let the young man, therefore, who is slowly forging his powers into tempered steel on the hard

anvil of poverty, fix his eyes on the future for comfort and inspiration. Let him utilize with resolute will his very handicaps and obstacles in the process of character-building; seek the enrichment of genuine friendships, broadened vision, and intellectual development; resolutely abjure sensitiveness, envy, and self-pity; and feel amply repaid for the temporary loss of "a good time" by the esteem of the wise and the consciousness of growing power.

WORKING THROUGH AT DUKE UNIVERSITY

BY CHARLES E. JORDAN

Assistant Secretary, Duke University, Durham, N. C.

THERE are many young men who are desirous of a college education but who cannot immediately meet the entire expense. It has always been the policy of Duke University to render to such young men all proper assistance within its power. For this reason all charges have been put at the lowest possible point.

In addition to the scholarships offered by Duke University there are two Conference Loan Funds which aid worthy students. These funds are lent to deserving students in accordance with the regulations of the university.

A goodly percentage of our student body works to defray college expenses in part. A majority of those working defray only a minor part; others a substantial part, which perhaps covers the expense of board for an academic year and would ordinarily amount to $225. Of the more enterprising self-help students, some practically defray all expenses; others defray entirely all expenses; and we have instances of students who more than defray expenses. The most popular form of work done is dining hall work at private boarding houses and at our Union dining hall, where all table service is given by student waiters.

Perhaps as profitable form of student labor as is done is the carrying of newspaper routes in the city and suburbs of Durham by our students. A student will get up as early as 3 to 3:30 o'clock in the morning and deliver papers on a route having perhaps from two hundred to three hundred subscribers and will have returned before the average student has thought of waking. Such work usually pays something like $15 a week, which amount will substantially defray all necessary expenses at Duke University.

Other students represent clothing firms and receive a commission on all goods sold. Still others look after pressing and laundry and shoe-repairing. Some fire furnaces in private homes; a number of students secure stenographic connections and do copying work for private individuals, and especially for students who have term papers and others to submit.

A number of our ministerial students have been able in past years to secure the pastoral charge of small Churches in the rural districts in this section of the State and have thus been enabled to carry on their school work and at the same time defray necessary expenses.

There are other ways in which our students earn a portion of their expenses, but the ones mentioned above give you an idea of how students are enabled to help work their way through Duke University.

HOW SEMINARY STUDENTS WORK THROUGH

BY DR. W. E. DENHAM

Professor of Old Testament Exposition, Baptist Bible Institute, New Orleans, La.

SEMINARY students are no exception to the regular type of students except that a larger number of them have to find some means of financing themselves while they pursue their training. Whatever be the reason for it, the fact remains that the ranks of the ministry are recruited largely from the poorer classes of our population. Perhaps the fact is a confirmation of the Scripture statements regarding the power of money to deaden the spiritual perceptions of its possessors. At any rate, the fact remains, and students at our seminaries are largely under the necessity of securing some form of remunerative employment while they carry on their school work. The avenues in which they work are many.

Some, called into the ministry, are enabled to secure the charge of Churches near to seminary towns and there to carry on religious work of a needed character and at the same time meet the necessary expenses of their education. Such men are of course handicapped somewhat by the necessity of spending a good part of their time

and strength with their Churches, but they have the advantage of constantly putting into practical use those things that they learn in the classroom, and on the whole it is found that their classroom work does not suffer, while their seminary studies on the other hand enable them to do better work at the Churches than an untrained man could normally be expected to do.

Others, both preachers and gospel singers, through engaging in revival meetings at intervals during the school session, or more regularly during the summer months, are enabled to secure the necessary funds. In all these cases a very real service is rendered by the student.

Many are either not prepared for Church work or are not fortunate enough to secure it. For these a large number of other lines of employment are open.

First may be mentioned work in different stores. Many grocery stores find need of extra help on Saturdays, the busy buying days. These are frequently very glad to get in touch with men who can spare one day a week for that purpose. Quite a number of students earn part of their expenses in this way.

Others, trained in office work, find, either in the seminary offices, or the Churches, or in business houses, occupation for some hours of each day.

Still others engage in the selling of commodities

during the summer months. Among the articles sold in this way could be mentioned Bibles, for which there is always a demand, aluminum ware, and so forth. A student can sometimes earn enough in a summer, over and above expenses, to meet the winter's needs.

Another line of endeavor is the agency for laundry, or pressing shops. Much of this is done on behalf of the faculty and students. Some laundry enters into an agreement with a student, and he sees after the collection and distribution of goods.

In some cities the rush hours on street cars and local trains provide employment for students. Most always there is room for one barber, who pays his way by cutting the hair of his fellow students.

These are a few of the ways in which these men, who wish to secure training for effective work in the ministry, make ends meet while attending school. As they cannot look forward to making large incomes after leaving the seminary, and as most of them will receive less than the average income, it is an indication of the spirit of devotion and self-sacrifice that animates them that they are ready to ask no favors, but rather to engage in any honorable occupation, if by that means they may secure the funds they need.

FURMAN FELLOWS

BY GEORGE A. JEFFERS

Manager of Student Employment Bureau, Furman University, Greenville, S. C.

FURMAN UNIVERSITY, located in the Piedmont Section of the Carolinas at Greenville, S. C., has an enrollment of 537. The school is denominational and offers the B.A., B.S., and LL.B. degrees. The college, while under the control of the Baptist denomination, is in no way sectarian in its teaching, and on its student roll are representatives of all leading Christian bodies. Dr. W. J. McGlothlin is president of the college, and during his administration the college has witnessed greater results.

For the past four years the institution has endeavored in every possible way to assist students in making their way through college by the establishment of a Student Employment Bureau. This bureau is under the direct supervision of a student chosen by the business manager and the president. It is the duty of this student to seek work for those who desire to make their way through college in whole or in part. Needless to say each student does not have the best position available, for every student has different qualities.

During the past two years it has been my privilege (for I count it a privilege to serve college men in an effort to secure for themselves an

education) to assist a number of young men to earn a part or all of their expenses. It is interesting to study each student and to know just what each thinks he can do. Some are even fitted for managerial positions, whereas they often prove very inefficient in smaller tasks. The average college student comes to college knowing that he can do anything, but he soon learns that it is best for him to apply himself to one trade and make the best in that special one.

The hardest working students are those who rise early in the morning to deliver our morning papers. The Greenville *Daily News* has for a number of years used Furman men, because they give good service. These students do their work before the average American is awake. In the early hours of the morning they are earning their way through college. These men are to be admired, for they will be the men of to-morrow. In this work they learn what it means to be patient, to be pleasing, good-natured, and businesslike in everything they undertake to do. Oftentimes they do not realize it, but these students are making themselves stronger and better fitted for business careers.

Other students are excellent help in department, grocery, or hardware stores in the downtown districts. They make excellent help because of their willingness and tactfulness. Frequently merchants have said to me: "I would

rather have a college man in my store, because I know he will render more satisfactory service to my customers." These college students work perhaps only in the afternoons, or even three afternoons per week, but during a thirty-six-weeks period of school they are enabled to make over two hundred dollars for the year.

Students on the local campus are a great help to the business administration. Last year, one student was made foreman and given a student crew of twelve men to supervise and instructed to paint the football bleachers, and it was done satisfactorily at a minimum cost. Students are often called to individual homes to clean out furnaces, plant flowers, clean yards, and even act as chauffeurs. One student tunes pianos in order to pay expenses. Others act as tutors, sing in Church choirs, and do some religious work.

With a greater impulse than ever before the student of to-day is able to make a good sum of money during the summer time. Large business concerns all over the country are securing college men for three months' service. Many concerns are placing college men in certain selected fields, giving them a certain commission, with a summer guarantee, and college men are making from four hundred to one thousand dollars each summer. This year some thirty men are working for the Wear-Ever Aluminum Company, and are expecting to make good in their various fields.

WORKING STUDENTS AT "OLE MISS"

BY FRED H. TERRY

Student Secretary, University of Mississippi, University, Miss.

A NUMBER of students are earning a portion or all of the money necessary to meet their expenses while in school. Some of these students work during the afternoons and on Saturdays throughout the school year. Others work during the vacation months and lay up savings to be used the following year.

Almost any afternoon you can walk into the clothing department of Neilson's and a pleasant young man will greet you and show you what you want. He will do this in a manner that is salesmanship itself. This salesman is Virgil ("Bill") Rogers. He works from 1:30 to 5 o'clock each afternoon, and on Saturdays he puts in all the time he possibly can. You can find eight or ten students following this same general plan in the small town of Oxford.

When you go to the window of the campus post office it is likely to be J. O. ("Jo") Snowden who greets you and meets your needs. He puts in from three to five hours each day in the post office. In addition to this work and making good grades in his studies, he finds time to be a member of a literary society and a regular attendant at

Sunday school, B. Y. P. U., and Church services. He is president of the Baptist Student Union, the highest office the Baptist students can intrust to one of their fellow men.

Perhaps the most lucrative work is done by students who go out to sell things that people really need. There are several lines of goods that use students as salesmen during the vacation months. Only one of these has been promoted to any great extent here. It is Wearever Aluminum. William Homer Anderson is the champion admirer of this line of goods. Four years ago he entered school with scarcely enough money to matriculate. By handling this line of goods during the summer months he has put himself through school, paid for an automobile, helped two sisters to stay in college at least two years, traveled in seven States and Canada, and attended four Baptist conferences held in various parts of the State and the Student Volunteer Convention at Detroit.

The following are some of the lines of work engaged in by students: Salesmen in stores, operator of moving picture machine, salesmen of household needs, house-to-house canvass, assistants in cafés, assistants in post office, assistants to professors, and tutors.

WORKING THEIR WAY IN GEORGIA

BY EDGAR P. JAMES

Manager of Student Employment, Emory University, Emory University, Ga.

"We must have work or we cannot go to school another quarter."

These are practically the exact words of some fifty Emory students who are seeking employment through the Students' Employment Bureau of Emory University. "Not only do we want work, but we are willing to do almost anything." This may seem surprising to some people, but the boys are willing and are doing almost anything to defray their expenses during their stay at Emory.

"I've done everything from sweeping floors to acting as traffic cop," says Whitie Craige, a senior at Emory, who has practically paid his entire college expenses. Whitie, by the way, has worked with such a good spirit that he has been rewarded with the position of physical director of the Y. M. C. A.

Naturally, as in every walk of life, there are many requests for students to act as salesmen. Although we find our boys rather averse to commission jobs, we have discovered one boy who has truly found his calling in the sales field. Edwin Zeigler made sixty dollars in two weeks by selling Christmas cards.

"If anyone can satisfy you, I can," said Edwin. "I've canvassed all of Druid Hills, the campus, and the faculty with my cards, and I assure you they are of the finest. Santa Claus himself couldn't ask anything better. If Christmas came every month, I might see myself through the year very nicely." Such a spirit must be deserving.

It is the purpose of the Employment Bureau to try to place its applicants in positions leading up to their lifetime profession. If a boy wants to study law, medicine, or go into business, we try to get him a job in his respective field, thus developing the practical as well as the theoretical side of his nature. This part of our work has not progressed very fruitfully, but we are hoping to make it a prominent feature of this department.

Emmett Cartledge, a freshman, who is planning to enter "law and politics," has had several jobs, but says he is still waiting for a position in a law office. Emmett now has a job in a shoe store.

Through the undying effort and willingness of Marcus Barr, another freshman at Emory, the department has succeeded in obtaining a very good position for him and his classmate, Ansel Swain. They are to act as orderlies at the Georgia Baptist Hospital. Both of these boys are premedical students, and the work will mean much to them when they begin their practice. Marcus has been the Department's stand-

by during the fall. His main hobby is staying with a mother's children while she goes to a party or to church. Marcus reports "that it is not hard work, and I find it quite interesting as well as remunerative." Marcus should make a good husband as well as a good doctor.

Jack Hogg, a junior at Emory, has a position now as head waiter at a tea room on the campus. Jack has been instrumental in securing other positions for our applicants; his effort and initiative have been rewarded by this good position.

You can readily see that our students are doing and are capable of doing almost anything. We have six boys wishing to act as salesmen, seven as office employees, one for theater work, one for grocery clerk, one as collector, one as sports writer, three for automobile business, one for teaching, six as clerks, three as newspaper reporters, two as bookkeepers, one as electrician, one in insurance, two as musicians, one for a cream factory, one as a book agent, and one as help in a filling station. Also many boys are requesting work on the campus and around the neighborhood of the campus. They can fire furnaces, mow your lawn, or do any work around the house that you would otherwise have colored help do.

We are quite sure that there are jobs of such variety open in Atlanta for student help. Our

slogan is "100 per cent service for 100 per cent pay." If a student is unsatisfactory, we do not want him to keep working for you for any charitable purposes. This is no charity organization, and we are not operating this department on any charitable basis. We believe that the students on file are conscientious, hard-working fellows, who must have money to secure their college education. Their ideal is worthy, their ability is startling, and their energy everlasting.

THE CLOCK OF LIFE

THE clock of life is wound but once,
And no man has the power
To tell just when the hands will stop,
At late or early hour.
Now is the only time you own;
Give, love, toil with a will;
Place no faith in "to-morrow," for
The clock may then be still.

—*Author Unknown.*

MEMPHIS—"DOWN IN DIXIE"

BY BEN DENT

Memphis Evening Appeal, Memphis, Tenn.

LEADERS in student activities of West Tennessee State Teachers' College are those to whom the education struggle is most difficult.

Two score students, who, in their spare time, are stenographers, "hello girls," clerks, waiters, waitresses, mail clerks, and student teachers, find ample time to become honor students, star athletes, and even to "rate" socially.

Many ways have been devised by the ambitious collegiates to earn with their hands the money that is necessary to educate their brains.

Miss Ellen Baird, pretty nineteen-year-old freshette, has probably the most unique method by which to pay for her schooling. When her daily classes are over, Miss Baird retires to the empty room which during class hours is used as an art room, takes out her brushes and colors and goes to work, which consists of painting by hand some three dozen handkerchiefs and scarfs per week. With this work she is able to defray the entire expense of her schooling.

Miss Baird is a high average student, the free throw basket ball champion of the world, having made sixty baskets out of sixty throws; secretary

of the Spanish Club; member of the Freshman English Club, the Dramatic Club, and Latin Club, and is an active player with the basket ball team. She walks more than a mile and a half to school each morning.

Henry "Rabbitt" Evans, nineteen-year-old sophomore, also nourishes an unusual college-boy earning power. He carries the mail to and from the college daily and distributes it among the students. Evans is also a high honor student, a basket ball star, and a member of the baseball team.

College life is unusual, in that in no way does the most menial labor for education's sake take from the social standing of the student, say officers of the State college, and they heartily encourage students to earn at least a part of their expenses.

Some of the other Normal students are working their way through as follows: Y. M. C. A., stenographer, telephone operator, mail clerks, assistant librarian at the school, reporter to the Normal paper, bell ringer for change of classes, laboratory assistants, clerk in the bookstore at school, attendants in the cafeteria at school, assistant to the matron, assistants in the manual training department, doing electric and plumbing work, working in a store, teaching three days a week in the county, waiters, and waitresses.

GIRLS WORKING THROUGH[1]

BY MARGARET STEM

Student Secretary, Florida State College for Women, Tallahassee, Fla.

Ways of Financing a College Career at Florida State College for Women, Tallahassee, Fla.

There are many instances of worthy students being deprived of a college education because of financial difficulties. To avoid such tragedies, thoughtful men and women are at work in Florida to see that ways and means shall be provided to assist every worthy young woman to gain a college education.

It is quite evident that only students of fine character, of good high school record, and with a consuming desire for learning should apply for these scholarships. The prestige of *scholarship* must be protected in the record of the *scholar.*

It is the purpose of all concerned that these scholarships shall be primarily for fine young women needing assistance in financing an education.

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[1]This article is used as a typical case of what is being done by different States to help worthy students. It tells about the Florida State College for Women, but similar aid can be secured in other State Colleges for Women. To some it may seem too much in detail, but to others it will be very helpful.—Editor.

The ways and means of financing a college career (enumerated on the following pages) are published by the College for Women to furnish to enterprising students, needing financial assistance, valuable information, and useful instruction.

The Gilchrist Fund.—The most valuable gift that has come to the college in recent years is the one from the late Albert W. Gilchrist, Governor of Florida from 1909 to 1913. Governor Gilchrist died in the spring of 1926, and in his will he gave to the College $10,000, the income of which is to be used to assist worthy students here at the college who need financial help to complete their college education.

Daughters of the Confederacy Scholarships.—The United Daughters of the Confederacy of the State of Florida offer scholarships as given below: Lineal descendants of Confederate veterans are eligible. The Florida Division of the U. D. C., offers three scholarships of $175 each. The Jacksonville Chapter of the U. D. C. offers one scholarship of $175. The Martha Reid Chapter No. 19, of Jacksonville, offers one scholarship of $200. The Annie Coleman Chapter of Orlando offers one scholarship of $175. The Mary Custis Lee Chapter of Clearwater offers one scholarship of $175. The N. de V. Howard Chapter of Sanford offers one scholarship of $175. The Dixie Chapter of St. Petersburg offers one

scholarship of $175. The Tampa Chapter offers one scholarship of $175.

Jacksonville Woman's Club Scholarships.—The Woman's Club of Jacksonville offers two scholarships. Each has a money value of $192.

Alumnæ Scholarship.—The Alumnæ Association of the College offers a scholarship of $150, half of which is gift and half is loan.

Agnes Edwards Scholarship.—In 1924 Agnes Edwards, of the class of 1916, established a loan scholarship of $150 per year, to be conferred upon a senior in the College of Arts and Sciences.

The Federation Scholarship.—The Florida Federation of Women's Clubs offers a scholarship in the Normal School with a money value of $202, to be applied to paying the board of the holder while in attendance at the College.

Lou T. Chapman Scholarship.—In 1925 Lucie Greer Airth, B.S. 1914, M.S. 1915, established a loan scholarship of $180 in memory of her aunt, Lou T. Chapman. This loan is to be conferred upon a senior in alternate years.

Loan Scholarships.—The Federation of Woman's Clubs offers a loan scholarship to cover the actual expenses of a student for four years. This is a loan scholarship to be repaid by the recipient at her convenience and without interest.

Omicron Nu Loan Scholarship.—Omicron Nu, the home economics honor society, has established a loan scholarship which is available to

students majoring in home economics, who have a good scholarship record and are in need of financial assistance.

American Association of University Women.—The Tampa Chapter of the American Association of University Women offers to graduates of the Hillsborough High School a scholarship of $125.

Panhellenic Scholarships.—The College Panhellenic Association has established a loan fund of $600. It has been placed under the auspices of the Alumnæ Association and is arranged in annual loans of $200 each. The Jacksonville Panhellenic Association offers a scholarship of $192 each year for four years. The Miami Panhellenic Association offers three scholarships of $200 each, half gift and half loan. The Orlando Panhellenic Association offers a two-year scholarship of $192 each year. The Tampa Panhellenic Association offers a scholarship of $250 to a Hillsborough high school graduate.

Tampa Woman's Club Scholarship.—The Woman's Club of Tampa offers a scholarship of $192.

Home Demonstration Scholarships.—The Board of Commissioners of Dade County offers six scholarships of $200 each.

Hillsborough County Scholarships.—The Board of Commissioners of Hillsborough County offers two scholarships to young women who wish to prepare themselves for home demonstration work.

Each scholarship carries a money value of $202, plus an amount sufficient to cover laboratory fees.

Orange County Scholarships.—The Board of Commissioners of Orange County offers one scholarship of $226.

Scottish Rite Scholarships.—The Jacksonville bodies of the Ancient and Accepted Scottish Rite of Freemasonry offer two scholarships valued at $200 per annum each for Masons' daughters. The beneficiaries must be *bona fide* residents within the jurisdiction over which these bodies preside.

Knights Templar Loan Fund.—The Knights Templar of the United States of America have an educational loan fund available preferably for juniors and seniors.

The Grand Lodge of the Knights of Pythias of Florida Fund.—The Knights of Pythias of Florida have an educational loan fund available preferably for daughters of Knights of Pythias of Florida needing such financial aid.

Tampa Civic Association Scholarship.—The Tampa Civic Association offers a scholarship of $175 each year for four years.

State Scholarships.—The Florida legislature has provided for two different kinds of scholarships supported by funds from the general treasury of the State:

(*a*) One scholarship for each representative in the State legislature from each county. There

are altogether ninety-five representatives in the State legislature from all the counties, some counties having several representatives; each of these scholarships is worth $200 per year; each is to be held in the School of Education; the holder of each of these scholarships is obligated to teach two years after graduation.

(*b*) One scholarship for each State senatorial district. There are thirty-eight senatorial districts; each of these scholarships is worth $200 per year; the holder of each of these may register in any division of the Florida State College for Women; there is no obligation to teach after graduation.

County Scholarships.—By act of the legislature each county is entitled to one scholarship, which pays the registration and library fees of the holder.

Half-Time Teaching Scholarships.—Arrangements have been made with the public school authorities for a reasonable number of half-time teaching scholarships. Only two kinds of students are recommended for these positions, two-year and four-year graduates who have proved their ability to teach very successfully. Two students are appointed to one position; each gives half her time to teaching the particular grade or subject in question, and half her time to college work leading to a more advanced degree. The salary of the position is divided equally between

the two persons on the job. This plan enables strong, ambitious young women to continue their professional work toward the Bachelor's or the Master's degree.

This plan is no longer an experiment; several young women have already successfully used this means of getting through college.

Part-Time Work in the Public School.—In case of the absence of a regular teacher in the local city schools experienced student-teachers from the student body of the Florida State College for Women are employed as substitutes at a fair remuneration.

Alumnæ Loan Fund.—The Alumnæ Association of the college has established a fund from which loans are made to worthy students who need financial help.

Dining Room Scholarships.—Many students earn their board by waiting on the table in the college dining room. This work takes about three hours per day of a student's time, but many students make their way through college partly by this means.

Employment of Student Assistants by Departments of the College.—The following departments of the college employ student assistants as indicated: Department of botany, three; chemistry, two; fine arts, one; home economics, one student assistant, half time; education, five student assistants in training school; the library, seven;

physical education, five student assistants in the gymnasium and nine students to play the piano during physical education classes; physics and astronomy, two; psychology, one; music, two; the infirmary, one; zoölogy, four; business office, one part-time typist; registrar's office, student aid as needed; Bryan Hall office, three student assistants to answer the telephone and deliver messages, and one half-time assistant, getting board and other remuneration; dietitian, one student assistant, getting board; bookstore, three assistants, two hours daily; and one multigraph operator, doing all the college multigraphing.

Employment of Student Assistants through College Y. W. C. A.—This organization provides employment to students representing laundries and cleaning establishments; renting sewing machines; running pressing clubs; caring for the Y. W. Pound; running the Y. W. library; and doing all-round campus work.

Independent Ways of Earning Money in College.—Representing florists; typing; mimeographing; coaching; taking care of children; playing in the band at college functions; repairing and mending; bobbing; making photographs; working in tea rooms (seven tea rooms now give employment to thirty-four students, who make their board and extras); averaging grades for Panhellenic; working in the office of the Florida Education Association.

As an example of how young women are working their way through Florida State College for Women, I shall tell you briefly about Miss Leona Price. To show that she has real determination to obtain a college education, I shall mention some of the ways she is using to get her education.

During the summer before she entered college for her freshman year she worked in an office so that she might help pay her incidental expenses. For her board she had a Dining Room Scholarship. This is one of the easiest ways for a girl to work her way through college. It takes about two and one-half hours a day for serving tables. Miss Price has held this scholarship for three years and will have it again her senior year.

During her sophomore and junior years she spent her spare hours during the day working in the college bookstore. She did her studying at night and is an able scholar. She is a member of Eta Sigma Phi, a National Honorary Classical Fraternity.

During her junior year, she and her roommate, Katy Gold, who is also working her way through college, kept the Pound, for lost articles. The Pound is sponsored by the Young Women's Christian Association. Auction sales were held twice a year and the returns added their little bit toward the payment of the year's expenses.

Besides the Dining Room Scholarship, Miss Price will have two other means of income during

her senior year. She will work some in the college bookstore. She will also be an assistant to Martha Jones for the Consolidated Cleaners. This kind of work pays well. The girls go to each room in the dormitories once a week for cleaning. The garments are returned to Bryan Hall Atrium, where the girls hold office hours and give out the cleaning when it is returned

Yet with all these things keeping her busy, she has had time to be friendly and show her real ability. She was "tapped" for Freshman Commission of the College Government Association during her freshman year, was Vice President of the Young Women's Christian Association during her junior year, and will be a House President and member of the Y. W. C. A. Cabinet during her senior year.

It will be interesting to know some of the things she does on the side, too. This summer she is going to Blue Ridge for her entire vacation, and she is paying her own expenses by camp work.

When you read of what she has done to work her way through college, is there any real excuse for a capable girl to give up a college education because she hasn't any ready cash?

EARNING ONE'S WAY AT CENTRE

BY BOYD A. WISE

Professor of Rhetoric, Centre College, Danville, Ky.

At Centre College the tuition is $150, a student association and athletic fees $5 each, room rent in a dormitory $72 a session, table board $7 a week. It will be seen that Centre is not the most expensive of colleges, nor yet the least expensive. Most of our students do not need to earn their way; many have their own automobiles.

But about one-third of our students partly earn their way by working in various capacities for the college, or for the business men of Danville. Fifteen to twenty earn all their expenses by working during the session; many others earn college expenses by working during the summer vacation.

There is entire democracy of esteem at Centre. The student who earns his way by driving a laundry wagon is quite as much respected by his fellows as is the son of wealth who owns the finest car. Certainly any ambitious young man of initiative and ability can earn every dollar of his college expenses at Centre, do his class work well, and take his degree in four years. The demonstration is being made every year by our ablest and most representative men.

Below are listed the ways in which Centre men

are at present earning either part or all of their expenses.

1. During the college session: Waiting on tables at fraternity houses and at dining hall; washing dishes at college dining hall; monitor in dormitory; laboratory assistant in Physics, Biology, Chemistry; assistant librarian; theme reader in English; night librarian; assistant to Business Manager of Centre; correspondent for newspaper; answering telephone in dormitory; manager of fraternity house; clerk at boarding house; driving laundry wagon; clerk in clothing store; butchering; working in newspaper office; playing in orchestra; clerk in drug store; working in pool hall; playing piano for picture show; working in restaurant; tending furnace; ushering at theater; semi-professional boxing; working at garage from 1:30 to 9 P.M.; driving funeral hearse and cars.

2. During summer vacation: Working on construction job; working on ice wagon; working on farm; working in tobacco factory; working in bank; wheat harvesting from Kansas to Canada; bookkeeping; drugstore clerk; playground director; publicity man and interviewer for charitable organization; bell hop at summer hotel; red cap at Union Station, Denver; telegraph operator for L. & N. Railroad.

Of those who work during the summer, the red cap makes $300, the publicity man $375 and expenses, the bell hop $500, the telegraph operator

$675. Of those who work during the session, the assistant to the Business Manager makes $234, the manager of the fraternity house $280, the waiter on table at fraternity house $315, the driver of the laundry wagon $432, the player of the piano for the picture show $540, the worker at the garage $585.

Moral: If you are ambitious, you can come to Centre College.

LOOKING BACK AFTER WORKING THROUGH

BY J. H. PENNEBAKER

Student Secretary, State Teachers' College, Hattiesburg, Miss.

WORKING one's way through school is no longer looked down upon as it was to a certain extent a number of years ago. Indeed, in many colleges to-day the student who is working his way through is quite often the recipient of some of the highest honors in the gift of the student body. And this is only natural, for the young man or young woman who is interested enough in an education to work for it possesses those qualities of leadership that fit him for real service to his fellow students and to the world.

To my mind the prime prerequisite for working one's way through college is a willingness to do whatever work is available no matter how humble or how menial it may appear. No student who is too critical of the kind of work he is offered will make very much progress in securing an education by his own efforts. For, after all, it is the hard tasks that strengthen one's character. Furthermore, a humble task well done will lead to larger and better tasks. As employment secretary in one of our Southern colleges a few years ago, I found that the student who was willing to do whatever task opened up always

found something better before very long. It has been my experience, both as a student who worked his way through college and as employment bureau secretary, that a knowledge of typewriting and stenography is an invaluable aid in securing an education. Not only are there positions open in the college to stenographers and typists, but in every town or city there are part-time positions open for students trained along these two lines. Most high schools are now offering business courses, and young people who have any idea of going to college should by all means take advantage of these.

THE DIFFERENCE AT SIXTY

BY FRANK H. LEAVELL

Executive Secretary, Inter-Board Commission, Southern Baptist Convention, Memphis, Tenn.

LIFE assumes a severe seriousness at sixty. More and more there is a tendency to "shelf" a man at sixty. At threescore years initiative apparently lessens. If at sixty a man has a great reserve of culture, experience, and information, he is able to go on in the fore rank of those who are in positions of responsibility and of leadership. If, on the other hand, there is an empty reservoir at sixty, or if the reservoir is obviously running low, then the world looks elsewhere when it seeks a man for responsibility, for position, for honors, or for leadership. More and more the "dead line" is being placed at sixty.

For the average, a man's forties may be called "fiery forties." His fifties are "forceful fifties." But his sixties are undoubtedly "serious sixties." With only semi-seriousness it has been said that a man does not change the style of his collar after he is forty and he does not change his mind after he is sixty. This statement, far from true of all men, is sadly true of many. We can tabulate a striking list of men who have come into distinction or fame after they were sixty. Some men have attained fame after they have reached

one hundred. Some have continued to render valuable service after they have passed the century mark. It must be conceded, readily conceded, that such men are exceptions. We list their names and make mention of them because they are exceptions. "Genius wins its laurels in early life." Lord Beaconsfield has wisely said: "The history of heroes is the history of the young." And again he said: "We must be young to do great things."

History testifies that old age is against initiative, inventions, innovations, adventure, experimentation, and that which is new. Old age is characterized by conservatism, retrospection, and a satisfaction with the *status quo*. Whether sixty is to be considered "old age" or not invites immediate debate. But sixty is not youth. Certainly it is the beginning of maturity.

We hasten to say, to say positively, that age is not so much a matter of years as it is of spirit. When the mind looks habitually backward and the soul survives only in retrospect, it is the mind and soul of an old man. When the spirit is alert, valuing the past but expectant of the future, looking forward with hope and buoyancy, welcoming the new day with that which it brings of sane advancement, then it is the spirit of youth.

The difference at sixty is a difference between success and failure; between failing mentality and mellowing wisdom; between the depression of

failing powers and the assurance of desired council; between senility and a keenly sensitive intellect. There are reasons behind this difference, the difference at sixty. Young people will prove their wisdom if they will look ahead and equip themselves preparatory to the coming of sixty. There are two very definite considerations that youth can give to this serious question. There are two precautions that may be taken. There are two decisions that youth can make and, staking all upon these decisions, may steadfastly devote themselves to these life ideals. The two precautions are: First, to secure ample mental training; in other words, get an education. Second, to choose a vocation early in life.

An education is to-day the requirement of the world. As leadership is the "prerogative of the competent," so success is the reward of the mentally trained. The world is divided into two classes—the educated and others. The minimum for a college education to-day is a B.A. degree or its equivalent. The young person to-day who contents himself with less training than that contents himself, at the same time, with a subordinate rank in the world; with a circumscribed usefulness; with less than the best, his best. He deliberately says: "I choose mediocrity." He chooses to risk his happiness and the content of his life upon the more superficial values of life. He concedes to others an advantage in mental

equipment in the competitive conquests of an extremely high-pressure age.

In the full flush of young manhood, when the physical powers are growing rapidly and amid the self-sufficiency of later adolescence and with many examples before his eyes of men of financial success, it is extremely difficult to lead many young men to see the importance of ample mental equipment. Youth is naturally optimistic. This innate optimism blinds his eyes to the fact that at forty-five the physical resources begin to fail. This declining of the physical continues, and with increasing momentum, until he reaches the "dead line" of sixty. If at forty-five there is a mental reserve, a full intellectual reservoir, upon which to draw, then with succeeding years there is increasing wisdom, judgment, and poise along with the declining physical powers. Every man from his eyes down is worth the same as a ditch digger, or other automaton. The difference in income financially, as well as in other higher values, spiritually and otherwise, depends upon the development above the eyes.

Too much emphasis cannot be placed upon the proper consideration of adequate education or mental equipment.

While the securing of an education is of paramount importance, there are other obligations and responsibilities which the modern youth must face, face squarely and meet wisely.

Vocational choice is of extraordinary importance. To drift through college working for an education, and that alone, is not conducive to the best endeavors nor the highest accomplishments. A college student who is blindly working for an education is usually working merely for his degree. Every man who holds a degree is not educated. Many men who hold degrees are not utilizing them. For example, walking down the streets of a small Southern town a humble shoemaker was pointed out as an interesting character. He had but a one-room shop half beneath the sidewalk. He worked by the light of a kerosene lamp with smoked chimney. He had been a classmate at college of the then President of the United States.

Choosers never drift, drifters never choose. Students of character should choose early in their college career the trade or profession which they will follow. Strong personalities decide issues; weaklings waver. Usually the Jack-at-all-trades can make anything but a living. Ours is a day of specialization. The choice of vocation is a demand.

The highest quality of service demands the highest quality of decisions. No college student can afford to risk drifting into his life work and therefore into his highest service to the world. Choose college students who have their life work decided, and you will find them to be the group that has greatest joy in their work. They will be the ones whose everyday work and every recita-

tion is properly motivated. They are the ones who are giving to their work, to their institution, to their fellow students, to the world, and to their God their devoted faithfulness to the tasks in hand. Their tasks have been translated from drudgery to opportunity, from a gruelling grind to a gradual climb to heights sublime. The college period is a time par excellence for vocational decision.

Vocational choice makes a marvelous difference at sixty. Without vocational choice we would have no doctors, no preachers, no lawyers, no engineers, no foreign missionaries. Vocational choice often determines whether at sixty you will be supporting or supported. At sixty a man without a vocation, or a profession, or without having perfected himself in some line of endeavor is left to drift. At sixty a man who has had successful experience, who has built a reputation, who had acquired skill or expert knowledge finds himself in position to let down as is necessary on his physical output and to draw more upon his mental reserve and his past experience. Such a wise and prudent man is the one who can go on into a ripe old age glorying in the triumphs of his service to the world.

The difference at sixty is largely a difference determined by the double necessity of education and vocational choice. A decision at sixteen may mean a remarkable difference at sixty.

IN THE NORTH AND EAST

Let every discouraged man remember that while Washington lost more battles than he won, out of his failures he organized success.—*Grenville Kleiser.*

Each man has his own vocation. The talent is the call. There is one direction in which all space is open to him. He has faculties silently inviting him thither to endless exertion. He is like a ship in a river; he runs against obstructions on every side but one; on that side all obstruction is taken away, and he sweeps serenely over a deepening channel into an infinite sea.—*Emerson.*

To wait and to work; to do his duty, and leave the rest to God; to journey through life, gathering truth into his heart and then into the family, the Church, the city; to be its faithful voice—this is the best use a man can make of his mortal days. —*Charles Wagner.*

Do not despise your situation; on it you must act, suffer, and conquer. From every point on earth we are equally near to heaven and to the infinite.—*Amiel.*

No true work since the world began was ever wasted; no true life since the world began has ever failed.—*S. S. Harris.*

WHAT THEY DO AT HARVARD

BY WALKER W. DALY

Secretary for Student Employment Harvard University, Cambridge, Mass.

THE work of assisting students financially has been going on for several years at Harvard; but in May, 1925, this department was reorganized under new management, and since that time has shown a gratifying growth both in the number of men placed in positions and the total amount of money earned.

Last year over eighteen hundred men registered in this office for employment, and the total earnings of those we were able to assist amounted to one hundred and fifty thousand dollars. These students were seeking two kinds of work: part-time employment during the college year and full-time, temporary jobs during the long summer vacation. Some men wish work during the college year; others apply simply for summer employment. A large majority of the total number of registrants apply for both.

Any man who is a member of the college or any one of the Graduate Schools is eligible to apply for aid. However, the Law School, the Engineering School, the Graduate School of Business Administration, the School of Landscape Architecture, the Medical School, all have their

own Bureaus of Employment as well, and some of the men apply direct to us and to their own Bureau, hoping to gain additional contacts in this way.

There is also the Appointment Bureau, which finds positions for men graduating who wish to go into teaching, and the Alumni Appointment Bureau, which, as its name suggests, takes care of the men who have already obtained their degrees.

During the college year we have calls for men to act as chauffeurs, clerks, guides, stenographers, typists, tutors, companions, translators, interpreters, chore men, furnace men, waiters, dish washers, playground and athletic instructors, librarians, readers to the blind, telephone operators, proctors—in fact, there seems to be hardly a type of work a student can do for which we do not have a call at some time during the year. One interesting job is that of "donors." The hospitals in Boston send to us for students to go in and have a blood test made and be classified as to group. Then when they have a need for a blood transfusion, they telephone to us for assistance. The transfusion is made with very little discomfort to the patient, and the doctors advise us that the loss is compensated for in twenty-four hours. For this service the men usually receive $25, although, if it is a private patient

or a night call, the stipend may run as high as $75.

Chauffeurs receive 75 cents to $1 an hour; typists and stenographers from 85 cents to $1.50. Tutoring for college grade work brings $2.50 to $5 an hour. For sub-freshman work, about $2. General clerical work and odd jobs, such as window-washing, rug-cleaning, floor-polishing, raking leaves, shoveling snow, etc., pay 50 cents an hour.

During the summer we have a large demand for students to serve as counselors in summer camps. If they have proved athletic ability—can swim well, sail boats, coach baseball, tennis, golf, etc.—they usually receive from $150 to $200, plus all expenses, for the ten weeks' camp period. If they have no special line, but are simply general counselors, they may receive from $50 to $100 for the season.

The most popular type of summer job is that of tutor companion. Wealthy families from all over the country send to us for men to act as a kind of "masculine nursemaid," taking full responsibility for one or more small children, usually boys, teaching them how to swim, play tennis, golf, and how to sail a boat. Usually the man is temporarily a member of the family, and as he receives (beyond all expenses) from $100 to $250 a month for his services, these jobs are eagerly sought after. Naturally, great care has to be

exercised in selecting the men for these positions, and a few of them have earned as high as a thousand dollars for their summer's work.

If a man has proved particularly agreeable and has made himself really valuable in one of these positions, if the family contemplates a trip to Europe the following summer, as occasionally happens, they sometimes invite the tutor to accompany them. This year four of our boys are to enjoy this great privilege.

We have requests for men to fill positions as life guards at private beaches; men to go on boats in various capacities, for hotel clerks, bell hops, and waiters; also men to go to distant Canadian lumber camps, where they work with the "gang" in the daytime and act as tutors in the evening; men for chauffeurs, as messengers in banks, musicians—singly, and full orchestras for hotels or country clubs. We also have calls for other men as guides in woods and forests.

Always—term time and summer—there are the commission sales jobs. This usually means house-to-house canvassing. It is one of the best ways to gain business experience, and the boys who undertake this type of work almost invariably make substantial sums of money.

This year the registration will be well over two thousand, but it is too early as yet to give the total earnings.

EDUCATION PLUS*

BY FRED H. TURNER

Assistant Dean of Men, University of Illinois, Urbana, Ill.

LAMSON is a senior in the university. When you see him your attention is immediately directed to his pleasant, intelligent face; then you notice that he is well dressed. If you look carefully, you will find that he is a member of a fraternity and that he has been a sufficiently good student to elect him to an honorary organization.

He called at my office a few days ago to tell me that he would have to miss his classes a few days owing to the fact that the driver of one of his trucks was ill, and he would be forced to drive it himself until his employee was able to return to work.

Lamson owns four light trucks and operates a transfer system. When he was a freshman in the university he acquired a small secondhand car, tore off the body, and built a truck on which two small trunks or a large one could be hauled. It was not a beautiful vehicle, but he was a pretty fair mechanic, and the engine was in good order. He had several friends who were willing to help

*This article was written by Mr. Fred H. Turner for the *Saturday Evening Post*, and is used by permission of the Curtis Publishing Company, Philadelphia.

him find business, and it wasn't such a long time before he had a little money ahead, enough to pick up a bargain in a small truck formerly owned by a grocer, and one large enough to carry a half dozen trunks. His business increased, for he delivered the trunks at the time he agreed to deliver them, and no man ever opened the trunk left for him to find it full of pink silk night clothes; neither did any horrified coed, ever find her trunk containing a mixture of golf hose, knickers, and hard dress collars.

As the business prospered, he traded his old machines until in the middle of his sophomore year he was able to acquire a brand-new truck, the first of his small fleet of four. Along with his trucking business he was doing his school work, and doing it well.

Lamson's businesslike manner of going after the money to send himself through the university somewhat cramps the style of the accepted and regulation student who works his way through college.

The Student Worker of Fiction

Such a student has, in the past, entered the university with fourteen dollars, a suit of clothes, a strong body, and the determination that he will have more than a high school education. According to the rules, he has his fees deferred, finds a place where he can fire the furnace for his room,

becomes a waiter in a restaurant or boarding club for his meals, and on Saturdays rakes lawns, scrubs windows, and picks up a little cash to have as ready money.

Each year a few men enter the university and attempt to start with no money, expecting to work their way entirely. In rare instances they succeed. A man is attempting to do the work of two men when he does this, for, as a freshman, he needs the greater part of his time for study, recreation enough to keep his body strong, and attendance on classes. His process of orientation is not a simple one, for, as a rule, he is for the first time really thrown on his own responsibility. In general, this responsibility weighs heavily.

It is true that a great many freshmen do register and work for a part of their expenses. The simplest, commonest, and most remunerative form of employment is to work for one's board. Freshmen can do this, either as waiters or kitchen assistants. They get all they want to eat, and, as a rule, food of better quality then they can buy. If a freshman has enough money saved to carry himself, with a little work, through his first year, his possibilities for self-support during the next three years are limited only by his own cleverness and desire to work.

He is supposed to undergo these hardships for a period of four years and graduate with high honors, broken health, and strained eyes. I sup-

pose, to make the story a little more complete, he should have prospered a little during his junior year, made the football team and rescued the most important game for the title of the conference by intercepted pass and a ninety-eight-yard run, thus covering himself in a haze of glorification from his astounded classmates. The yarn has more than its share of service, but truly those days have eternally departed from the college and university campuses.

Not so very many years ago, a man with a high school education was quite completely educated; then people began to go to college; the time is not so very far away, I believe, when graduate work will be considered just as important for the average as for the man who expects to continue in teaching or research. Each year the registration figures of almost all higher institutions of learning have been growing.

These men who have unusual and clever ideas as to how they may support themselves, and at the same time attend a university, are the ones in whom I am particularly interested.

Of course, the commonest method is by some variation of the selling game. I believe students have sold everything that could be sold to anyone. Oftentimes they are very clever salesmen, and they make suprisingly large amounts. When I was a youngster at home, I remember the great impression that college students who came to our

home in an Illinois village made on me. They sold three articles, or attempted to sell them: brushes, aluminum kitchen ware, and books. As a rule they were successful. The college man in those days was apparently endowed with a line that went big with the average housewife, and it didn't take much of a salesman who announced himself as a student working his way through college to leave with an order for the full set of Blank's Beatless Brushes, including a combination shower bath and folding tub. The brush game has been no more popular than the aluminum cooking-utensil disciples, who worked usually in pairs. They worked the town, simply showing their wares—bright, shining new pots, pans, trick appliances for the kitchen; not selling, merely showing, and inviting the housewives to a demonstration to be held at Mrs. Apple's home on Friday afternoon; Mrs. Apple being president of the household science department of the local woman's club. On Friday the ladies met were shown by the two students the advantages of the new aluminum ware and allowed to eat morsels of delicious food which they prepared in the presence of the ladies. These men really deserve a lot of credit, for they could cook two or three things, and do it well—so well that, after putting the housewives in the proper mood, it wasn't so much a proposition of selling them as it was speed and accuracy in writing down their orders

for the kitchen utensils made of the pretty new metal. Until the housewives had their kitchens completely refurnished with aluminum, this was one of the most successful of the selling games for students.

Students in Winter, Salesmen in Summer

The third class has been the one that has always been worked to the limit, and that is the book-selling game. I suppose that every kind of book, from cookbooks to illustrated Bibles, has been sold by college men; editors and authors have found that an ambitions student can sell Booder's four-and-a-half foot shelf of modern classics on easy terms at a rare bargain as readily as a vender can sell peanuts at a baseball game. The commission for the students is one not to be smiled upon. The bookseller simply needs to appear in the village, and he is immediately spotted as a student working his way through college, and his books must be good, for he is a college man.

Books, aluminum, and brushes are all right; but they have been worked in the ground and out again. I think that the most recent stunt of real merit has been the silk hose selling. The student appears at your door with a line of samples that would make any chorus girl sigh; you need pay nothing down. Simply choose the style or styles, give the salesman your size, and at the time you set the postman will deliver to you your order and

incidentally assume the work of collection on the parcel. The country has been silk-hosed to a frazzle, especially in college communities; but it has been done well, and the students who have done the work have not only profited, but have prospered and oftentimes have graduated with a good little balance in their banks.

These common selling games are good. But consider Robert Pell, who borrowed enough to buy a run-about and started out at the close of examinations to sell an automobile accessory. When he came back to school last fall he had paid for his flivver, had made his expenses, and had twelve hundred dollars saved to carry him through the school year. He chose a desirable article to sell, and one that sold at a very reasonable price. His sales line is unique, and if he sells the same article next summer, he will probably make even greater profits.

Swanson is a junior in the university. He comes from Minnesota, and is a quiet, hard-working youth of Swedish ancestry. He has a friend in Minnesota with whom he coöperates. He registers in September, and by the first of December has completed taking orders for a couple of carloads of Christmas trees. Last Christmas he delivered three carloads to organizations and individuals here in the community. It is his own idea, and he has used it successfully

for three years, making enough to send himself through with ease.

Rose's father owns an apple orchard. Rose believes in the apple-a-day adage so firmly that he is convinced that he should sell two apples where the average merchant would sell one. In the fall he places honor system apple stands on all the prominent corners. Help yourself and put a nickle in the box, and Rose will continue in the university. He sells them by the barrel to fraternity houses and boarding clubs. His profits are excellent.

House-to-House Work

Rice picked me up the other day and gave me a lift down to the campus. He was driving a new car. "This is the company's car," he told me rather proudly.

The company consisted of Rice and Steer, a couple of sophomores. They receive each morning on an early train from three to five hundred pounds of butter from a creamery owned by a former student. They peddle this to boarding houses, and their profit keeps them in school, allows Rice to be quite the social lion, and Steer to be a varsity athlete.

Rand was equally successful a few years ago with a coffee agency. He saw to it that the coffee drinkers of the community drank his way through

college, and they did this, for he graduated a good student and a promising business man.

Truly they sell everything from house to house. Dance programs, favors, and expensive little novelties for social events are very much in demand, and the commission for the student selling them is often an extremely high one. Fraternity jewelry and crested stationery always have a ready market, and far be it from some wise student to pass up this opportunity to profit. Christmas cards are always available from student agents. In fact, they will admit, without being asked, that they have the best line of bargains to be had in this field; and Thatch, last November and December, cleaned up a cold eight hundred dollars, working outside of class hours

Golf clubs and balls are successfully sold. Walters and Bowen, a couple of sophomores who golf quite a little, go from house to house at dinner time. When the men leave the dinner table and return to the living room or library, they find Walters and Bowen standing there with beautiful new drivers and brassies, bargains in balls, and bags made in new styles of leather, all on exhibition. The boys swing the clubs, comment on their balance and appearance, and the men can't resist. Walters and Bowen leave in an hour, the profits from their sales running from ten to twenty-five dollars. Not bad for an hour's work.

Pratt and Williams have long been the best-dressed men on the campus, because they could afford to. They afforded to because they used the living room as a salesroom, as Walters and Bowen did, only their display was, and is, haberdashery. Neckties, styles and colors just the sort the students want; socks the newest weaves, the last word in style; belts just a little wider than the usual run; shirts, well with a distinctly collegiate note in colors and style of collar. And being the best-dressed men on the campus, their word means something to the ever-receptive undergraduate.

Three Jumps Ahead of the Average

College is going to give these students more than an education. It is going to give them about three jumps ahead of the average young man entering the business world. They know selling, and they know it well, and when they are graduated and started to work, their rapid progress is the not unexpected result of their supporting themselves while attending.

A short time ago I was visiting Young in the university hospital. He was convalescing, and when I entered his room I found him busy with a small cube of ivory and a scalpel. He was carving from the cube, which was simply one of a pair of ivory dice, a very small and perfect skull.

One was complete and sat on the table by his bed.

"What do you do with them?" I inquired.

"Sell 'em to pre-med students," was his rather nonchalant reply. "I can sell all I have time to make for a couple of dollars apiece."

He had learned the trick from his father, who was a jeweler and clockmaker.

Young was engaged in making his way through the university through a special talent he possessed. A great many men do. They have some particular feat which they do well, or have become particularly skilled in some trade, and they realize profits accordingly.

One of the most unusual requests for an excuse that I have ever had came from Gross, who wanted two weeks off at Christmastime. Gross is not young; he is at least thirty-five, probably more. He wanted to work those two weeks, and being an excellent student, I asked him what he expected to do with the long vacation.

"If I get those two weeks, I can clean up about two hundred and fifty dollars," he said.

I was inclined to be curious and asked him just how he expected to do it. He explained that he was a railroad engineer. There was a lot of coal being hauled from the Southern Illinois fields into Chicago in the month of December. He could work as an extra and drive coal trains from Cen-

tralia into Chicago, and make almost enough to pay his way through the next semester.

A little extra time at vacation periods often helps. I never did know just where Checchia originated. I doubt if he did. But he was a good-natured South European who had worked along until he was a junior in mining engineering. Just before Easter last year he sauntered into the office and announced that he wanted to leave town. Why? Because he needed a new suit of clothes, and since freight trains were running, transportation to Pennsylvania was assured.

He could easily mine enough coal to pay for his new suit, and the going and the coming was cheap. We don't encourage bumming as a profession, but we did let Checchia off a few days early; and he came in after Easter in his new suit, to say that he had a new pair of shoes and a straw hat put away for summer.

Dabney was another mining engineer who often asked for extra time to survey in the mines, and he occasionaly went to work and picked off a little coal just as Checchia did. Dabney was an ex-service man, and through his entire course in the university worked for the county sheriff just as pastime. He always had a bulge up under his left arm which he didn't explain to many people, but I have seen the butt of an army revolver peeping out. He told me that on account of the recent bank robberies in this part of the

State the sheriff had asked him to be prepared to work in a hurry if the University Bank ever suffered.

A great many students can type and take dictation and are employed in the offices on the campus for their ability. But Tole was not content with hourly work. Instead, he opened a public typing-service bureau. Tole doesn't do any of the actual typing any more. He simply manages the people whom he has employed.

Meyer is an interesting chap, a big fellow, rather rough, but no rougher than you might expect when you consider that he goes to the university in the morning, sleeps in the afternoon, and spends his nights with the jumbo crew from the roundhouse out north of the city. Whenever there is a wreck on the railroad he is forced to miss a few classes; but as soon as his crew returns, he is back on the job. He isn't merely a helper on the crew. For three years he has been controlling the levers in the cab that actually raise and lower the boom that puts crippled and dislocated locomotives back on the rails.

Buying an Education with Talents

Of all the men who have particular aptitudes, none are more expert than those men who are supporting themselves while going to college by operating the linotype machines used in the printing offices. There are eight students at the pres-

ent time who do this, and they are really expert workmen, union men, and all that sort of thing.

A surprising little group of men are the ones who are preaching their way through the university. They have little country churches near by, to which they go every Sunday to preach. Birch was one of these men, a pre-medical student who expected to be a medical missionary. He had a surprising occupation through the week in addition. He worked for an undertaker; in fact, he was quite desirable, for he lacked the somber air which most undertakers seem to assume, and there were times when he was actually in demand.

A number of students make their living as chauffeurs for the townspeople. One of the prominent citizens swears by a little Filipino who has attended the university for several years, and at the same time has acted as full-time chauffeur for the citizen. Contrast with the chauffeurs Feary, who is another ex-service man, who makes his living as a motorcycle policeman, and one who is really feared by the more sporty drivers of the town.

A student of Persian birth is the nephew of a rug dealer. He has learned Oriental rugs from his relative, and when he isn't busy with graphic statics and thermodynamics, he is busy exhibiting rugs in the cities of the vicinity. His uncle sends him collections of Oriental and Chinese

rugs, and he makes special displays for the enlightment, education, and enrichment of the homes of the people, and incidentally for the means by which he is becoming an engineer.

Pope is just a freshman, but he has financed himself entirely by giving golf lessons. He is a professional, and while his prices are reasonable, his instruction has become known to be so good that he has all the pupils he can instruct. The owners of a sporting goods store have rigged up an indoor practicing room for him to use at their expense. They don't lose by it, for they have golfing supplies which they will sell if asked to; but Pope isn't losing on the proposition.

Fiske is a tall, rather countrified-looking chap, but a man who has let his bees work his way through the university. He has to take care of them, but the bees really do the work. All he has to do is to collect the honey and sell it. The collection of the honey doesn't bother him. He could sell more honey if he had more time to take care of more swarms and hives.

The students who work the last chair or two in the campus barbers shop always interest me. I believe they are the cleanest men on the campus. Truly, they practice what they preach, for in general they are the best-groomed men on the campus. And they make good money, too, for a college community is one which requires that the hair shall not be worn unkempt in the least, and

most students want the extras on which the barber really makes his big profits.

Last year there were two pre-medical students who made good money working for the department of physiological chemistry. It happened that each found it easy to swallow the piece of apparatus known as the stomach pump, by which the contents of the stomach can be removed and studied. One was blessed with a hyper-acid stomach, that was almost neutral. Science benefited by the studies which were made on food practially digested by their stomachs, but so did the two boys. They are in medical school now, and one expects to continue in physiological chemistry. His interest is intense, and he is a brilliant student.

Wells is a blind student. He, of course, must acquire all his knowledge through other senses than visual. But he is brave, resourceful, and able to take care of himself. He is awake to the possibilities that his condition offers to the department of psychology as an experimental subject. He does not allow his misfortune to be his handicap. He makes it serve him as a means by which he profits materially, for the department of psychology uses him as many hours a week as he can spare.

These students have taken advantage of opportunities or of special abilities which they happen to possess. The great number of dances on

the campus makes an opportunity for almost any first-rate musician to play two or three times a week in an orchestra. There is good money in orchestra work.

I believe the best examples I have ever seen among the students of the business foresight and knack of seeing opportunities for making money was at the time of the dedication of the new athletic stadium a year ago. Weir and Downs were a couple of law students, clever in the first place. They borrowed money and bought a large number of cheap field glasses selling at a popular price, which they placed on sale before the game. They made money on the field glasses, but they really coined money on another deal. The day of the dedication it rained—it simply poured. But the game was played, and these two men sold yards and yards of oilcloth which they slit and made into ponchos for the sight-seers. They could have charged their own price and still sold the stuff, their profits were big business profits; they took advantage of an opportunity when it was offered.

These students are not fictitious characters. They are real, regular fellows who are attending a large mid-Western university. They are full of pep and enthusiasm, just as any normal college student is. They are attending—should we say—under difficulties, having to work their way. Ask them and see what they say.

They will tell you, first of all, that they are getting a lot out of college, for they feel that whatever they get they are getting for themselves. They will tell you they are getting business experience which is invaluable. They will tell you that they are really getting the rounded education which will give them a running start when they enter the business world.

Ask the college officials about these clever young chaps, and they will tell you that they are the men on whom the university can rely for coöperation and intelligent student voices in matters of university policy. They will tell you that they are men whom they will recommend as the best products of the university.

STUDENT SELF-SUPPORT AT THE UNIVERSITY OF CHICAGO

BY JOHN P. HOWE

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THE University of Chicago is unusually well adapted for students who are forced to earn all or part of their tuition and living expenses while they go to school because of its location in the second largest city in the nation, with no other large university within twenty miles. Approximately half of its students are in the graduate divisions; and inasmuch as almost all of them are out-of-towners, and since graduate students are notoriously poor, most of them work if they do not hold fellowships, assistantships, or other academic posts.

The university in the past has maintained an employment office, with service for all students, and where possible for alumni, free, of course. The office actively seeks out openings for university students and keeps such jobs as there are around the university itself supplied. Last year 3,775 students obtained employment through the employment office, earning a total of $308,398.80. Of the 3,775, 965 worked in the university itself and earned $110,383.37; 187 of them in the

libraries, 250 in the commons, 182 in the band and choir, 34 in the guide and messenger service, and 384 in miscellaneous tasks. Of the 2,810 who worked outside the university in jobs obtained through the employment office, 550 were women.

Those who work off the campus are engaged in most diverse ways, and many of them could write interesting biographies of toil. Last year there was an air mail flyer, a pitcher for the Baltimore Orioles, six professional football players, several expert chimney sweeps; and many other skilled workers, such as butchers, applied their trades in the off hours and over the week ends which for most students at the university includes Monday. Those who have no particular vocation work at many things. They are salesmen, clerks in hotels and cigar stores, clerks in the great department stores, laborers, steel workers, waiters, taxi and bus drivers, orderlies, watchmen, life guards. Some sell their blood to the university hospitals, some are ushers and usher captains at the opera and theaters, some are captains of supernumeraries at the opera, some Red Cross demonstrators; last year several men were lecturers, one was platform manager and advance agent for the local Chautauqua, one earned $13 every Saturday as a bricklayer. Many others worked on boats, as pursers and clerks. Many more had miscellaneous office and clerical jobs.

Not all those who wish to work consult the

employment office. Some get work through another office which the university maintains which recommends teachers and tutors to local schools and private applicants. A great many get their own jobs, and these in many cases are the most remunerative. They are companions and readers for children, old people, or others who need some care. They are newspaper reporters or correspondents. They edit magazines and even write for profit. They coach groups of small boys from wealthy families. They sell anything. They type theses. They are entertainers. And so on.

The following is a statement from W. H. Cowley, head of the recently organized Board of Vocational Guidance and Placement, which will seek to do on a larger and more scientific scale what the employment office and teachers' placement bureau have been doing:

"To help students in their orientation the university has organized the Board of Vocational Guidance and Placement with three functions:

"(1) The vocational guidance of students who enter the University of Chicago without having made an occupational choice.

"(2) The placement of undergraduate and graduate students of the university at the completion of their courses in professional and business positions. Ever since the founding of the university, the university has done a great deal

with its teachers' placement, and it is now expanding its placement work in other directions.

"(3) The placement of students in part-time positions while studying at the university.

"The university's Board of Vocational Guidance and Placement is organized to help University of Chicago students in their occupational choices and orientations, but it should be emphasized that the Board's services must be supplementary to the students' own efforts. This is particularly true in the part-time placement work that the university does for students in residence. The great influx of students to the colleges has made it impossible for as large a percentage of students to find part-time work as formerly. In the past it has been possible for almost any student to look forward to earning a large share of his expenses while in residence in the university. This is no longer true.

"The board does not encourage prospective students to come to the university unless they are especially endowed intellectually, so that their work will not be seriously interfered with should they be required to work during an appreciable portion of their time earning their expenses. Training in an occupational specialty which will make it possible for a student to earn his expenses more easily is also desirable. Linotype operators, typists, telegraph operators, and others are usually able to find employment without difficul-

ty. Prospective students who are not so trained should carefully evaluate their equipment before coming to the university, lest they be disappointed in finding work or are unable to stand the strain of a large working schedule in addition to a heavy class schedule."

The outlook is not too rosy. The university employment service is unable to place a good many of the applicants. Some have been ruinously discouraged by their failure to find subsistence. The university is not encouraging prospective students to come if they must earn all their expenses unless they are so exceptionally brilliant as to be assured of a scholarship, or unless they have some vocation or aptitude which can be profitably capitalized without the expenditure of too much of the valuable time which should be spent around the university. It is advising prospective poor students to work and save enough money to pay part of their school expenses.

However, it may be well to make a few general statements. It is possible to work a part of one's way at the University of Chicago.

Success depends upon the student himself. The university, through the employment bureau and in other ways, offers a great deal of help to students both in finding work and in making his plans. It cannot, however, assume responsibility for supplying work to all applicants. The man

who combines initiative with industry and reliability is the man who succeeds in college work just as in work after graduation.

The self-supporting student often gets more than his fellows of the best things in college and in college life. In spite of the time occupied by labor, the self-supporting students carry off about fifty per cent of the scholarship and campus honors. Occasionally a student who is working very hard for his education loses sight of his purpose here and fails to get the best either from his studies or from the other molding forces of the college. However, these cases are rare. For the man who earns a large part of his way, and at the same time keeps a good standing in his studies and takes part in undergraduate activities, there is unstinted admiration and respect from his classmates.

Inquiries from employers seeking college graduates for business positions of large opportunities often show a marked preference for men who have earned at least a substantial part of their expenses.

In undertaking self-support, it goes almost without saying that a student must plan his time carefully, that he must, above all things, conserve his health, and that he must never lose sight of the fact that study is his main purpose.

So far as the records of the bureau show, no man in recent years has had to leave college

before completion of his course for lack of funds alone. It is strongly felt that no student properly prepared need forego the advantages of a university education simply because of lack of means, and that if he is sufficiently earnest in his desire to "work his way" through college, opportunities for self-support will not be lacking. There is, accordingly, no reason why any man of good capacity and personality should not regard with optimism his chance to educate himself at the University of Chicago.

NOTRE DAME

BY WILLIAM A. CASEY

Register, University of Notre Dame, Notre Dame, Ind.

REGARDING the employment situation at Notre Dame, freshmen are ineligible for employment on the campus.

Some of the ways in which students work their way through school are the following: a number of them earn board by waiting table, setting table, and washing dishes in the university dining halls. Others by working in the university library. Some of the advanced students act as secretary to the professors at the university, some receive allowance for manual services, such as sweeping classrooms after class hours, and sweeping the corridors of the various buildings.

Allowance is given also for work on the campus, as the tennis courts, baseball field, and football field. There is an allowance given for the position of watchman in the various residence halls during meal hours and during the hours at which there is no one in the halls.

Others do stenographic work; still others assist the rectors of the various halls in checking up attendance in the halls. Some of the advanced students teach in a grade school conducted by the University of Notre Dame. Others receive an

allowance for assisting in the Physical Education Department by conducting inter-hall games, looking after properties, etc. Some work in the gymnasium, keeping the track and bleachers in shape. These are a number of the ways in which students receive allowance for services at the University of Notre Dame.

WHAT PERSEVERANCE DID

"Do you mean to tell me that you can stop a railroad train by wind?" said a steel magnate to George Westinghouse when he, a young man of twenty-one, sought the approval and the support of the man for the airbrake which was soon shown to be a most valuable invention.

"Well, yes, inasmuch as air is wind, I suppose you are right," the youth modestly answered.

"I have no time to waste on fools," said the man; and the interview was abruptly terminated.

But Westinghouse pluckily persevered, and when he died in March, 1914, the newspapers reminded us that this same airbrake had "saved more lives than Napoleon lost in all his battles." Such was the result of making a wise use of his talents, even though he had to meet with rebuke and discouragement.—*The New Guide.*

GOING AWAY TO SCHOOL

In the April, 1927, issue of the *American Magazine*, Miss Lillian Eichler, author of a widely known book of etiquette, tells about receiving a letter from a girl who was going away to school. She wanted to know everything. Let Miss Eichler tell about the letter in her own words:

"The most appealing letter of this sort I ever had came from a girl who was on her way to an Eastern college from a ranch in the West. She had never been anywhere before except once to Denver. Her parents had been dead for many years, and she had no one to turn to but an old ranchman, who was her guardian, and the Mexican woman who looked after the house. She had never been to a dance, and she had never been in a hotel. She did not know how to do anything but ride a horse and fire a gun, and that would not be much help, she thought, in learning how to get along with a group of girls in a New England college. She wanted to know everything.

"That sounded like a large order; but there was only one thing the matter with this girl. She was scared. To be sure, there were certain points she needed to know, such as ringing the bell for

the porter to make up her berth on the train, tipping him when she arrived at her destination, giving her baggage to a bell boy, and following him up to her room, feeing him when he left. I told her to find out at what hours the hotel served meals, whether there was an *a-la-carte* or a *table d'hote* dining room, and explained that *a la carte* means a dining room in which you could choose what you liked from a menu card with a number of items on it, and that *table d'hote* meant one in which the waiters brought your meals without giving you a choice, except perhaps on the meat or the dessert. As for the rest, I told her that any intelligent girl with her eyes open, and not afraid to ask questions, would have little trouble in adapting herself to the standards of a college in New England, or anywhere else."

It would be well to remember the fundamental principles of good manners as outlined by Miss Eichler. They are:

"(1) Be natural. (2) Use your common sense. (3) Take your time. (4) Don't get rattled. (5) Forget yourself. (6) Make the best of it. (7) Ask anybody."

LAMENT OVER LOST OPPORTUNITIES

It has been my lot in the peculiar position which I have occupied for more than half a century as counsel and adviser for a great corporation and its creators, and the many unsuccessful men of business who have surrounded them, that I have learned to know how men who have been denied in their youth the opportunities for education feel when they are in the possession of fortunes, and the world seems at their feet. Then they painfully recognize their limitations, then they know their weakness, then they understand that there are things which money cannot buy, and that there are gratifications and triumphs which no fortune can secure. The one lament of all those men has been: "O, if I had been educated."—*Chauncey M. Depew.*

BUSY BEES HELP

Columbus, Ohio (AP).—Bees are putting Charles Bangham through Ohio State University, and they paid for the education of his brother, Walter, at the same institution.

The two became beekeepers in a small way in high school, and now have twenty colonies at their home in Wilmington. Last year they marketed two tons of honey. Charles has no hesitancy about letting entire colonies swarm over his body. He has never been stung, he says.—*Cordele Dispatch.*

IN THE WEST

LITTLE self-denials, little honesties, little passing words of sympathy, little nameless acts of kindness, little silent victories over favorite temptations—these are the silent threads of gold which, when woven together, gleam out so brightly in the pattern of life that God approves.—*Canon Farrar.*

I EXPECT to pass through this world but once. Any good work, therefore, any kindness, or any service I can render to any soul of man or animal, let me do it now. Let me not neglect or defer it, for I shall not pass this way again.—*Carlyle.*

THE difference between failure and success is often "one more try."

"To be at home in all lands and all ages; to count Nature a familiar acquaintance and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket, and feel its resources behind one in whatever task he undertakes; to make hosts of friends among the men of one's age who are the leaders in all walks of life; to lose oneself in generous enthusiasms and coöperate with others for common ends; to learn manners from students who are gentlemen; and to form character under professors who are Christian—these are the return of a college for the best four years of one's life."

THE grand essentials of happiness are: something to do, something to love, and something to hope for.—*Chalmers.*

THE right way is the only way.—*Henry Ford.*

EARNING YOUR OWN WAY AT THE UNIVERSITY OF DENVER

BY JACK E. BOYD

Executive Secretary University of Denver Y. M. C. A., Denver, Colo.

"WHAT chance have I to get a job?" "What wages are paid for student labor?" "Should I work a year before going to college?" "Should I give up a good job and trust to luck in finding work in Denver?"

These are some of the inquiries that come in by the hundreds each year. It is impossible to give answers that will apply in every case, but we are attempting to set forth here a few facts concerning the employment situation at the University of Denver that will guide prospective students. It must be remembered that in the last analysis the controlling factor is the individual student—is he worthy, is he anxious to work, is he teachable, is he willing to make his dollars serve only his real needs?

Every student who wants to earn his own way must not lose sight of the main purpose of his being in college, which is, or ought to be, that of study. Do not come to school just to make money. That can be done away from college. When his scholarship is low, the student runs the danger of not only leaving school, but of jeopard-

izing his whole future, for failing in one's chief purpose at this stage of life may indicate a permanent trait.

Certain types of journalism which receive marvelous public support have caused parents of many young people to believe that the prime requisite for an important position in life is that of a self-earned education, and this is usually interpreted as room and board earned while in school. We do not want to discourage this noble ambition in the hearts of many students, but it must be said that such does not always guarantee positions of importance, nor does it always indicate a true trait of character. Especially do we caution that, by taking a job he does not need, a student may be depriving others who are in actual distress.

Students who have previously had experience in earning money and in saving it are the ones who have the best chance to succeed. Experience proves that those who have earned their way through high school will have little trouble in doing the same in college, while many who have never had that responsibility may find some difficulty. Willingness to do anything honorable, desire to give "value received" for every dollar paid, and the capacity to hold on when there is no visible, immediate hope—these are the characteristics usually found in the boy who makes his own way.

As a general rule, we are advising students to come prepared to remain in school the first semester before relying wholly upon their own earnings. Nerve, experience, and common sense, of course, make exceptions in the case of some students. The real time to start working one's way through college is in high school. If thrift is begun then and money is saved, it is a great help and an indication of what the individual may expect of himself in college. If one has $175 in addition to tuition, clothes, and books, it is possible to get through the first semester. Of course, this does not permit living extravagantly, and it may mean doing without some of the ordinary comforts. Money for these may be earned from time to time in extra hours.

Some students begin with $10 and make it through, while others cannot get by on $250. Living expenses in Denver compare favorably with those of any city. The individual taste is the controlling factor.

Unless the loan need not be paid until after graduation, it is not advisable for the freshman to enter on borrowed money. It is much better to take an extra year in school and have more time each year to earn money than it is for him to drop school entirely in order to repay borrowed money that was spent before he could realize it. Borrowed money is ever easy to spend, but difficult to pay back. It is usually hard enough to

earn living expenses while in school, and to earn enough additionally to pay old debts is an added task frequently not accomplished.

In the case of upper classmen, it may occasionally be wise to borrow money, but here there is a shorter time until the earning period begins.

If the boy has a good paying job and is saving money, he need not arrive in Denver more than a day or two in advance of the opening of school, except that it is wise to spend a day on the campus sometime during the summer. This will give one an idea of the kind of place it is and help to overcome the lost feeling that is usually attendant when one moves to a new environment. Also it will give the student the opportunity to talk with the employment secretary.

On the other hand, if the boy is not earning anything at home, he might well come to Denver and spend some time in securing employment. He may not be able to save much, but if he is not doing it at home it may be a time of testing for him. If he cannot earn his living with the whole day for labor, he cannot expect to earn his way and have his studies to do in addition.

Experience of the past years shows that it is impossible to tell in advance just what the prospects for work will be in any given year. We want to emphasize that the student should have money to maintain himself one semester or he should become established in his work before

school begins. It is difficult to begin the two at the same time.

In the past, many boys felt that the only thing necessary was to arrive in Denver, interview the employment secretary, and then rest a little while before going out to work. As stated above, the student should come prepared to remain a semester, if necessary, before beginning work. There are a few firms that give preference to college men, and the boy must remember that wages are paid only for work done and that non-college men also work.

In some cases students find positions in a day or two, while many have to wait weeks, and a few find it necessary to forego their ambition to earn their way during the first few months.

Remember that the employment secretary can only direct the student to prospective employers. The latter have the final word. They cannot agree to employ anyone and every one the secretary sends to them.

The following is a list of places and jobs held by students during the past year: baggage room assistants, boys' clubs, café and sandwich shop waiters, chauffeurs, janitors, filling stations, garages, hotel clerks, collectors, film company, newspapers, office clerks, salesmen of various kinds, song leaders, tramway, window cleaners, furniture-moving, hand-printing, store clerks,

fruit-picking, stenographers, waxing floors, yard-cleaning, and a few others.

In addition there are one or two unique things which students are doing. One student has been acting as a regular member of the fire department of the city of Denver. He follows a regular twelve-hour shift, but has managed to maintain his regular scholastic work. Another boy is working in a private orphans' home here. He acts as a general orderly and a companion to the fellows. Another young man has worked out a very efficient method of cleaning wall paper. He is earning considerable money now especially, because of a recent coal strike in Colorado which necessitated the use of a cheap grade of coal which blackened the walls of everything in town.

Many of the most prominent students are earning their own expenses. However, their prominence does not guarantee work for them. In a few cases, it may happen that an expert athlete will be aided by some particular friend of the sport, but no student should expect their athletic prowess to bring financial remuneration while they are in college. Cases are known where boys expected this, and it proved very disappointing to them.

In addition to the several employment agencies of Denver and the advertising sections of the daily papers, the university maintains its own employment bureaus for both men and women.

IN NEBRASKA

BY DR. CALVIN H. FRENCH

President of Hastings College, Hastings, Nebr.

An investigation a year or two ago showed that one-half of our students in Hastings College are earning at least one-half of their expenses.

A large group of girls, numbering between fifty and sixty, earn their board and their room rent by helping with housework in homes in the town. Mrs. French, because of her acquaintance with the women of the town, began some years ago attempting to help students find such places and also to help housewives in securing part-time help. The result is that now each fall before school opens many of the housewives in town telephone to her stating their needs. During the summer, girls who wish to come to college, but must earn most of their way, write for information and help in securing such places. When school opens, Mrs. French meets the girls and, after talking with them, sends them here and there to the places which she thinks most suitable.

Another group of about thirty earn their boarding by helping to wait on tables or serve meals in our dining hall. A few do our janitor work and two boys do our firing. These students do on an

average about three hours' work per day, for which they receive their board in the dining hall.

Many others, both boys and girls, work in various ways in the town. Probably sixty or more boys are doing janitor work in banks or store buildings or firing furnaces or doing any of the hundred different kinds of work which may be found for them. Many girls also work by the hour, receiving, usually, thirty-five cents per hour.

A committee of the Y. M. C. A. appointed during the spring receives information from business firms or individuals throughout the town who wish one or more students to help about their homes or in their buildings. In this way we try to help worthy students find work and try also to supply people in the town who wish such help. I think this will give you a fair understanding of our student help situation.

WORKING TO LEARN, LEARNING TO WORK AT SOUTHERN METHODIST UNIVERSITY

BY WILTON J. DANIEL

Manager of Student Employment Bureau, Southern Methodist University, Dallas, Tex.

THROUGH the Executive Secretary of the ex-Students Association, Southern Methodist University maintains a Student Employment Bureau. About 50 per cent of the boys in the university work for all or part of their expenses.

The average amount a student is able to earn is $40 per month. In a few cases we have students who are able to earn almost $100, but they have usually had experience in some particular trade or profession.

Possibly the most popular part-time work is waiting on tables. All the dormitory dining halls and cafés, and the cafeterias and tea rooms near by, as well as a number down in the city, use students are cashiers in cafés.

Some are janitors in various buildings on the campus and in churches. Some are keeping lawns trimmed, washing windows, and doing general cleaning. Many are chauffeurs to private families, and in a few instances we have had them

drive taxicabs. A great many work in filling stations, garages, and parking stations.

We have a number of clerks in department stores, men's furnishings, shoe stores, banks, grocery stores, hardware stores, and drug stores.

There are a few students who are newspaper reporters and advertisers. In a few instances boys caddy on the golf courses. We have pre-medical students who work in undertaking establishments, hospitals, doctors' offices, chemical laboratories, and almost every type of work along that line.

In fact, we have students doing almost every kind of work a person could think of that an inexperienced man could handle.

In the case of the girls, about ten per cent of the girls are working for their expenses. The types of work they are able to do are limited. A number of them keep the offices in the dormitories, do stenographic work, library work, and typing of all kinds, as well as some bookkeeping.

Many act as private tutors for high school and ward school children, while others are caretakers for children in well-to-do families who live near the university. Several are representing ladies' ready-to-wear and down-town department stores.

Then in our School of Theology about 80 per cent of the students work. In many instances the theological students have student pastorates, or do secretarial work in the churches near by.

I want to call your special attention to the Engineering School, which is run on the coöperative plan. A student goes to school one month and then works a month. By having two sections, two students are able to hold down one full-time job, alternating monthly. In this way the entire engineering department works.

With the money received for his work in the industries the student is enabled to pay a large part of the expense of his college education. In the last two or three years of the five-year course the student will earn all of his expenses. A student's experience at work prepares him for a place of responsibility in the industrial field.

This plan of education is being used by prominent technical schools, such as Boston Tech, New York University, the University of Cincinnati, Georgia Tech, and the University of Pittsburgh.

Engineering education on the four-year plan is expensive, including salaries of faculty, laboratories, and extensive shops and equipment.

Engineering education on the coöperative plan greatly reduces this cost. There are no shops, because students gain shop experience in the industries. Second, the income from tuition pays for instruction. This leaves only classrooms and laboratories not provided for.

Leading industrial firms in the Southwest are coöperating. The Texas and Pacific Railway

Company, for example, employs thirty students. President Lancaster says: "I am pleased to say that reports to me by officers of departments employing students indicate that they are industrious workers, and amply earn their remuneration in satisfactory service rendered."

To work one's way through college, to live close to the substance level, and to make old clothes do as long as possible call for ambition and determination that promise well for the future of those who are willing to go through with it. The gratifying thing about our young folk is that so many of them are willing to endure the strain.

AT TEXAS A. AND M.

BY W. L. WARD

Student, A. and M. College, College Station, Tex.

At Texas A. and M. College, the second largest Agricultural and Mechanical College in the United States, a number of students are paying their way through college by doing student labor. We are handicapped to a certain extent because the only work available is what is here on the campus. Bryan, a city of 10,000 population, is five miles from A. and M. College, but it is nearly impossible for one to work over there and go back and forth.

Personally, I know what it means to have to work one's way through school. After finishing high school I worked a year and saved enough to pay my way through the first year of college; but before the year was over I knew that something had to be done or I would not be able to return the next year. Finally, I succeeded in getting work at the Power Plant, shoveling coal from eight to twelve at night. This was hard work not to receive more than twenty-five cents an hour for it, but I continued working at the job until the end of school. At the beginning of my second year, student labor was employed from four in the afternoon to eight in the morning. These sixteen

hours were divided up into four-hour shifts, and each shift worked three students. New devices for handling the coal were put into use before the year was over, and the number working on a shift was reduced to two. For several months this year I continued to work in the boiler room, after which time I was given a job as oiler, with an increase in pay. This work demands more responsibility, but along with it one can gain a great deal of knowledge about plant operation. In looking over the past, I hardly see how so much has been accomplished, but I know I have been benefited by it. In my school work I have made better grades and enjoyed my work a great deal more. If nothing happens, I will graduate with my class next year and will have worked my entire way through school.

There are many other boys here at A. and M. who have worked just as I have. Out of an enrollment of 2,300 this year, there were about nine hundred working. At this time it might be well for me to quote some figures secured from the Association of Former Students and the Fiscal Department of the College. This year 706 students made notes with the Association of Former Students for a total amount of $114,105.53. With the College there were 502 for a total amount of $85,080.24. The reason there is a difference in the number working and the number of notes is

that about twenty-five per cent of those who made notes do not work during the school term.

Now I suppose you will be interested in knowing something about the type of work these boys are doing. The following list includes the larger per cent of jobs available for students on the campus: waiting on tables in the Mess Hall (about 120 students); working for the Y. M. C. A., in game rooms, picture shows, and at office; at the Power Plant, oiling and pulling ashes; in the Extension and Experiment Station; helping take care of all cattle, hogs, sheep, goats, poultry, and experimental farms; working in the dairy; taking up tailor work (one representative in each company); selling all types of souvenirs, stationery, pennants, belts, candy, etc.; mowing lawns and keeping up yards for the college and private families; running a news stand and putting up mail in the Student Exchange.

Before closing I wish to express for myself and also the working boys of Texas A. and M. College our appreciation to Mr. Dorough for the interest he has taken in editing such a book in order that other boys may be inspired to go forward, seeking the higher and better things in life even though the road may seem rough and rugged.

WASHINGTON UNIVERSITY

BY PHILO STEVENSON

Chairman Board of Recommendations, Washington University, St. Louis, Mo.

EACH year we have a large number of students, both young men and young women, who find it necessary to earn a part of their living expenses. They are eager to secure some form of remunerative employment while they are attending the university. My office is annually making employment contacts for about two hundred and fifty students, having an annual gross value in wages of approximately $25,000.

No guarantee can be made in advance to any student seeking employment—this for the reason that when jobs are referred to us they must be filled immediately, and also because employers almost invariably insist upon a personal interview with prospective employees.

With the assistance of one of the local mercantile agencies, we make an industrial survey of the city each September and then send a circular letter to every firm, corporation, partnership, and individual having a rating in Bradstreet of $25,000 or more. The responses from this letter are then communicated to student applicants. Despite the fact that we have been as successful in this field as we could hope, we nevertheless

warn our student correspondents that it would be well for them to come to the university supplied with funds for the first semester.

It is the desire of the Board of Recommendations to be of assistance to the graduate in a way similar to that attempted in procuring employment for undergraduates. Alumni who wish to have full-time positions brought to their attention are invited to fill in a blank and place a check mark before the selected employment. A separate blank has been prepared and is sent to those engaged in or who contemplate entering the teaching profession.

HEREFORDS HELP STUDENT

Lubbock, Tex. (AP).—Needed on the farm, but eager to complete his education, E. C. Britain, Jr., took a part of the farm with him to college.

He brought from his home near Amarillo a herd of 218 head of cattle and put them in fattening pens not far from the campus of the Texas Technological College. He is preparing the Herefords for market while he is preparing himself for the law.—*Cordele Dispatch.*

THEY WORK, THEY PLAY, THEY LEARN

NESTLED on the sunny southern side of the Ozarks, where bubbling fountains of crystal water, green hills, and noble trees make it a spot of enchantment, which annually attracts many thousands of visitors, are located the famous John E. Brown Schools. In eight years two great schools have come into existence with thousands of friends throughout all the South and West. These schools are located at Siloam Springs, Ark., and Sulphur Springs, Ark.

When Dr. John E. Brown, the founder and president of both institutions, proposed to build a school where only students who could not pay would be accepted, practical men were unanimous in the verdict that the enterprise was doomed to fail. A good friend of Mr. Brown's wrote him plainly: "This dream of yours to build a school where students do not pay is a fool's dream." However, it must have been a wise "fool's" dream, for there has not been a year since that school started that a new building has not been under way, and there has not been a year in the history of the school when there has not been an increase in the student body.

Of course, to educate anyone there is a price that must be paid by some one. If the reader

wants to know how and by whom the bills are paid, let Mr. Brown answer your question:

"These schools were built, and are building, to serve the multitudes of young people who are without school privileges. When we first started the school at Siloam Springs, it cost us approximately $360 a year to put a boy through a year's college course; the following year, or approximately so, we cut the cost per student to $300 a year, then $250, then $200, and now $150. I will not be satisfied until that is cut to the standard cost of $100.

"Scholarships of $150 each, which are repaid with interest to be reloaned again and again, are underwritten by friends of the institution. Were we to count in buildings, upkeep, improvements, equipment, etc., with the cost of our Annuity Contracts, the cost per student would probably run twice that.

"We are setting the highest possible standards of a cultural education; at the same time, side by side with those standards, we are setting high standards of Christian living and vocational specialization.

"My ideal of educational work now operative in our school at Siloam Springs is that there shall be practically an equal division between work and study. Our school at Siloam Springs is divided into two complete shifts, with half the school in the schoolroom and the other half busy

in the industries. In all our industries we have an eight-hour day, and under skilled workers our ideal is that every student shall take specialized training in productive industry.

"From our farms, Jersey herd, vineyards, poultry yards, and gardens we produce most of what goes on our tables. With our publishing house, mechanical department, brush factory, and sewing rooms, we hope to increase the income of our school by what we produce to place on the market to be sold to the general public. In our constructive department, with our own carpenters, electricians, and mechanics, generally we aim to erect our buildings, and the high goal is to build here a community of interest with a high ideal of self-help and a coöperative program, where every student is learning a trade, getting his education, and in the largest measure possible making his own way in this initiatory stage of life's program.

"Educators argued that young people could not carry a college course and do four hours a day of constructive labor; but they not only do it, but most of them actually become healthy, contented, and moral in carrying out that program.

"The biggest problem in school life to-day is the problem of spare hours that energetic, impulsive, restless young people possess, and the brighter the student, and the more capable the student, the more serious becomes the problem of proper

investment of the unnumbered idle hours that every student finds on his hands.

"The trouble with America to-day in its school life is not the high cost of living, but it is the cost of high living, and multitudes of young people live on a plane of extravagance, worldliness, and indolence that just as certainly unfits them for life and just as certainly unfits them for the serious tasks of life as that they live and breathe.

"Whatever the cost of effort, our schools shall never attain to the ideal that I have set for them until every student is compelled to dress in a very inexpensive, but neat, attractive uniform, and every student is trained to the necessity and dignity of common or uncommon labor, and is trained to know the value of every penny of the one hundred pennies that go to make a dollar.

"In other words, we are trying to create in the formative period of the child's life just as nearly as possible the attitude toward life, and the habits which are absolutely necessary in home-making and successful industry or business when the student leaves the schoolroom. Students in our schools must think straight, live straight, and learn to plow a straight furrow."

There is no place on the program of the John E. Brown Schools for idleness. Mr. Brown believes that all work is honorable and all idleness is dishonorable. He believes that students should

not only work their way to an education, but they should educate their way to work.

"What America needs to-day is homes," said Mr. Brown, "and homes cannot be built without intelligently trained and consecrated builders. America needs a greater number of wives and mothers who know how to build homes, mothers with chickens and children. Education should train for life and not away from it. The one high goal of the entire program of education should be that of training some real, sure-enough, honest-to-goodness wives who know something of the wonders and glories and possibilities of motherhood, and who have as their highest ambition the building of a home. Our schools are set to maintain the highest standards for the development of the body, mind, and spirit of the youth. This is the only sane, normal ideal of education."

The writer has never had very much love for certain kinds of "fools"; but if these institutions in the Ozark Mountains are the fulfillment of a "fool's" dream, he believes that Arkansas, the Southland, and the world would be infinitely better off if we had more "fools" like John E. Brown of Sulphur Springs, Ark.

WHAT PRICE LEARNING?

San Antonio, Tex., January 28.—The red glow of split rail fires furnished light for Abraham Lincoln as he absorbed the wisdom of Christ and of Shakespeare, but even the "Great American" did not pay the price that has been paid by a penniless San Antonio boy for education.

For the pursuit of learning has led Alva, fifteen years old, to the farthest extreme ever recorded—in other words, to voluntary confinement in the corrective juvenile home. And this because Alva found no other way to the schoolbooks that he coveted.

When this self-supporting lad asked Probation Officer Louis Sauveur for an application to the State Reformatory at Gatesville, he assured the authorities here that any stain on his name could be "lived down" if he had an education. No price was too high, he asserted, to pay for an opportunity.

It developed that Alva had been working by day and studying by night, attending nocturnal schools as the only alternative offered by poverty. He made slow progress with that method, and a big ambition to become an electrical engineer finally drove him to his strange decision. He discovered that penal institutions are equipped with schools, and with the bait of continuous study held out to his imagination he was more than willing to enter one of the society's cold steel traps.

Denied admission to Gatesville, Alva was allowed to enter the county reformatory after many rules had been set aside by his youthful enthusiasm. He intends to remain in voluntary confinement for four years, if necessary, until he has finished high school work and can enter college.

"I'll work my way through some good university then," he says.

What price learning—now?—*Arkansas Democrat.*